

# THE CHRONICLE

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Volume XXXVIII, Number 24

## Quote, Unquote

News Summary: Page A3

"It partly has to do with a demonization of the Palestinians. They're seen as a society, as a people, as a subject in and of themselves, and not solely related to the Israelis."

A history professor, on the profusion of new research on Palestinians: A8

"I think accreditation, with all its warts, has served the academy well for over 100 years. Can it get better? You know it can. Should it have more sunshine? Of course. Accreditation has a golden opportunity to reshape itself for the future."

The president of the Council on Postsecondary Accreditation: A15

"Unfortunately, higher education can no longer afford to be all things to all people."

A budget analyst in Arizona: B2

"You might not feel it this year or next year. But in the long run, the nation's resources are going to be crippled."

The head of the Association of Research Libraries, on cuts on university campuses: A1

"What is the collective noun, I wondered, for a group of media experts? A babel of talking heads? A pontification of pundits? A pomposity of experts?"

A professor, on the role of "media expert": B1

"If they are saying that raising academic standards and using SAT's is barking up the wrong tree, that is ludicrous."

A member of the NCAA's presidents' commission, on a new report: A35

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## How Aggressively Should Colleges Lobby Governors and Legislators for Money in Midst of Recession?

Should they stick to the traditional, statesmanlike approach, or join the protest rallies?

By MARY CRYSTAL CAGE

Public-college officials face a tough question: How aggressively should they lobby their governors and legislators for money in the midst of a recession?

Some higher-education officials are sticking to a traditional, statesmanlike approach, testifying at hearings and urging business leaders to support their cause. Others have risked the wrath of state lawmakers by joining faculty members and students at protest rallies and urging students, parents, and college employees to fight their states' budget cuts.

William E. Kirwan, president of the University of Maryland at College Park, set off a debate in his state about the propriety of

taking the latter approach. In November he spoke at a rally of 1,000 students and faculty members, after which a small group of students, without Mr. Kirwan's endorsement, blocked a major highway.

'A Prescription for Failure'

Maryland officials are divided over whether his participation in the dramatic protest will help or hurt the university in this legislative session.

Experts on state financing for higher education say there is no easy answer for college presidents. Aims C. McGuinness, Jr., director of higher-education policy for the Education Commission of the States, says "a great, statesmanlike stance can be

a prescription for failure" if public-school teachers, county-government officials, and other groups aggressively press lawmakers for bigger portions of state budgets and command the media spotlight.

On the other hand, Mr. McGuinness says an aggressive approach to shift the spotlight to higher education can backfire if college officials do not also promote an agenda that fits their states' priorities.

"The institutions have to show they are not doing business as usual," Mr. McGuinness says.

Shaila R. Aery, Maryland's Secretary of Higher Education, says that college officials must prove that they have taken steps

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## THREAT TO SCHOLARLY RESOURCES

### Rising Costs and Dwindling Budgets Force Libraries to Make Damaging Cuts in Collections and Services



William Miller, director of libraries at Florida Atlantic U., whose budget dropped from \$3.1-million to \$1.3-million in two years: "Students in a few years will come up and say, 'Where's this book? And I'll have to say we weren't able to buy it.'"

By JULIE L. NICKLIN

Caught in a vise of rising costs and dwindling budgets, college libraries are making drastic cuts that reach to their very core—and could ultimately damage the nation's collections of scholarly works.

Over the past decade, the buying power of academic libraries has waned

as their budgets experienced little or no growth. Now, intense financial pressures brought on by the recession and the skyrocketing cost of academic materials are eroding even more of that buying power.

Libraries are canceling journal subscriptions and reducing book orders, neglecting book preservation, cutting

staff positions, and reducing general services. At the same time, they are desperately seeking new revenue in fund-raising appeals and money-making operations. At a few universities, students and professors are pitching in and setting up funds for their libraries.

Even so, the efforts have not been

Continued on Page A28



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## This Week in The Chronicle

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February 19, 1992

### Research

#### STUDYING THE PALESTINIANS

Thanks in part to developments in the Middle East, scholars are drawn to a topic many once avoided: A8

#### PRIMATES FOUND TO USE HERBAL MEDICINES

Researchers have discovered that primates and other animals use plants for medicinal purposes: A9

#### GENE THERAPY PROPOSED FOR AIDS PATIENTS

An NIH panel has approved the use of genetically altered cells and bone-marrow transplants on cancer patients with the AIDS virus: A11

#### NEW PATENT REQUEST FROM NIH

The agency is seeking to patent an additional 2,375 human genes, saying the action will protect the work of its researchers: A23

#### THE FLAWS IN SOVIET SCHOLARSHIP ON AMERICA

For years, the study of America was warped by ideological restrictions. The end of Communist rule may lead to improvements. Point of View: A40

#### Joint research proposed for U.S., ex-Soviet scientists: A8

Sardinia's stone dwellings were built by small polities: A10

King crab called closely related to hermit crab: A10

Scientists said to discount experimental anomalies: A10

Physicians worry about inadequacy, study reveals: A11

52 new scholarly books: A13

### Computing

#### BUYING SHARES IN PRESIDENTIAL CONTENDERS

Four professors at the U. of Iowa have set up a computerized futures exchange to teach students about financial markets and politics: A17

#### HELP FOR PEOPLE WITH DISABILITIES

The Unicorn Smart Keyboard won first prize in a nationwide search for computer-based technologies to assist people with disabilities: A19

#### Computer users brace for the 'Michelangelo' virus: A17

New home for bulletin board for American Indians: A17

Conferences explain Americans With Disabilities Act: A17

On-line service links off-campus students: A18

Survey looks at hiring in computer sciences: A18

Study sees link between melanin and ability to see light: A18

Four new computer programs; three new optical disks: A20

### Teaching

#### TACKLING BEHAVIOR MODIFICATION

A psychology course at the U. of Washington offers students the chance to deal with alcohol abuse by altering bothersome habits: A31

### Personal & Professional Concerns

#### ACCREDITATION UNDER FIRE

Criticism from several quarters has forced accrediting groups to re-examine the way they do business: A15

#### NEGOTIATING HOSTAGES' RELEASE

A professor of criminal justice offers services to missionaries and relief workers in politically troubled countries: A5

#### SCHOLARS AS MEDIA EXPERTS

Despite the pitfalls, academics who analyze news events for the press can influence government policy and educate the public. Opinion: B1

#### HOW HARD DO FACULTY MEMBERS WORK?

Studying professors' productivity is difficult and controversial, but in the current financial climate, it must be done. Opinion: B2

California pays to settle lawsuit with Institute: A4

College cancels showing of sexually explicit film: A5

A new newsletter from Bernice Sandier: A15

Three-year project to raise stature of general education: A15

Five new books on higher education: A16



Palestinian culture, a field once avoided by scholars, is now the subject of a profusion of new research: A8

### Federal & State Governments

#### HOW MUCH TO LOBBY?

Public-college presidents wonder how aggressively they should lobby their lawmakers to protect state financing during a recession: A1

#### QUESTIONS ABOUT CONFLICT OF INTEREST

■ As Congress considers changes in the Higher Education Act, lawmakers draw attention to links between college officials and financial institutions: A21

■ Colleges are concerned about several controversial amendments to the act: A24

#### NEW FIGHT POSSIBLE OVER HUMANITIES ADVISERS

President Bush may again provoke his political adversaries in picking nominees for vacant slots on the National Council on the Humanities: A21

#### NIH FILES FOR NEW PATENT ON HUMAN GENES

The agency applied for a patent on 2,375 genes, repeating a process that caused an uproar among scientists in October: A23

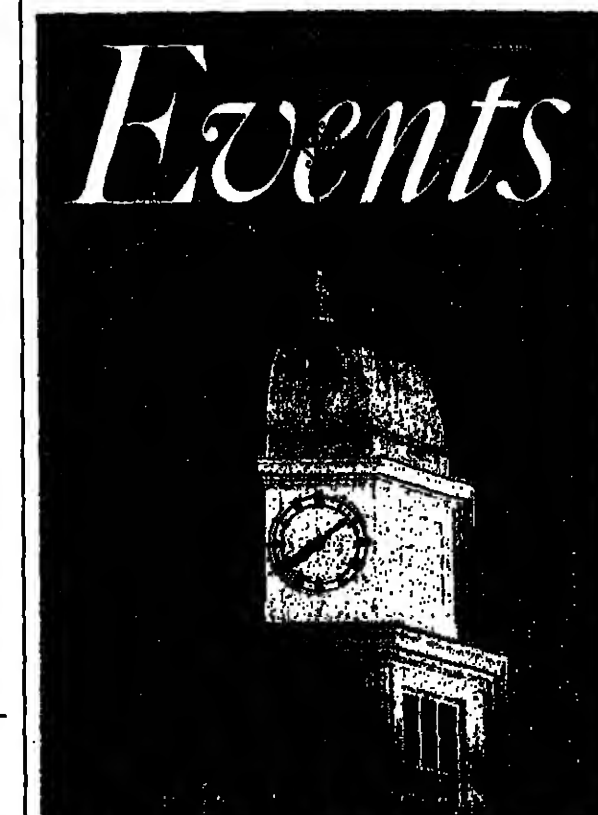
#### FIRING OF BUSH ADVISER ASSAILED

Education Dept. officials have confirmed that the head of the office that coordinates Administration assistance to historically black colleges has been removed: A24

Two Senators to oppose SSC and space station in 1993: A21

Suit brings two new doctoral programs to South Texas: A21

Court says U. of Mich. violated open-meetings law: A22



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Reagan Administration official gets student-aid post: A26  
Colleges would pay more postage under Bush budget: A26  
White House attacks substance abuse on campuses: A26

### Athletics

#### REPORT QUESTIONS IMPACT OF NCAA REFORMS

Some of the tougher academic standards for athletes may backfire, it says. NCAA officials reject the conclusions: A35

#### INNOVATIVE CENTER FOR OLYMPIC ATHLETES

The U.S. Olympic Education Center at Northern Michigan University tries to provide athletes with an education as they prepare for competition: A35

U.S. said to be investigating point shaving at UNLV: A36

Syracuse admits to violations of NCAA rules: A36

Alabama lawmakers vent their fury over Auburn scandal: A36

### Finance

#### NATION'S LIBRARIES IN CRISIS

■ Caught between rising costs and dwindling budgets, college libraries are making drastic cuts that reach to their very core: A1

■ Many institutions conduct research for companies for a fee, but others assail the practice: A29

■ Not so long ago, research libraries had the resources to buy an array of literary archives and manuscripts. Today, the market is depressed: A29

Pay of Stanford's bookstore managers to be examined: A28

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Foundation grants; gifts and bequests: A30

### Students

#### STUDENTS IN NEW HAMPSHIRE

Thousands of student volunteers helped to campaign for the Presidential candidates: A31

#### BEHAVIOR MODIFICATION IN THE CLASSROOM

An unusual course at the U. of Washington linking psychological theory and practice shows potential for helping students deal with alcohol abuse: A31

Auburn rally protests treatment of gay group: A4

Campus police officer charged with murder: A4

Student is found dead in office at Berkeley: A4

Jodie Foster charms Harvard's Hasty Pudding club: A4

Colleges give scholarships for community-service work: A31

Magazine in Virginia offers tips for students: A31

Student group sponsors educational Valentine's gift: A31

### International

#### BRITISH STUDENTS PREDICT NEW PROTESTS

Leaders plan to renew demonstrations, which disrupted more than 40 campuses last fall, over issues of living costs, overcrowding, and poor facilities: A37

#### AMERICAN STUDIES IN THE POST-SOVIET ERA

Now that the Soviet Union has crumbled, scholars there have a chance to improve a field of research riddled with "black holes." Point of View: A40

### Art

#### GLASS FLOWERS AT HARVARD

A collection of 3,000 lifelike models created between 1887 and 1936 help teach botany: B6

#### OBJECTS WITH A SOUL

Picasso's insatiable appetite for still life is the subject of an exhibition of 150 paintings, reliefs, collages, drawings, and sculptures: B64

### Calendar



## MARGINALIA

A reader found this item about herself in the alumni newsletter of Towson State University:

"I, Ardell Terry '72 is director of foundation and corporate relations at Catonsville (MD) Community College and is responsible for providing executive leadership and management for the CCC Foundation. She joined the college in 1976 as a faculty member.

And has been piling up retirement credits ever since?

Directions inside a book of stamps from the United States Postal Service:

"Help speed mail delivery. Please use all capital letters with no punctuation in addresses. Follow this example:

"MR. JOHN Q MAILER"  
Thanks.

A notice from the human-resources department at the University of Houston advertises a seminar led by a man from the "Immunitization and Naturalization Service."

A news release from Ramapo College identifies a debate participant as follows:

"On the staff of the Subcommittee on Crime, [Eric E.] Sterling was responsible for drug enforcement, gun control, money laundering, organized crime, pornography, terrorism, corrections and military assistance to law enforcement."

Whose side was he on?

Headline in *The Northern Iowa*, the student paper at the University of Northern Iowa:

UNI STUDENTS STRESS IMPORTANCE OF ERASING EMPATHY ON CAMPUS  
While you're about it, throw out some milk of human kindness.

Course listing in the 1991-92 catalogue of Chowan College:

"Reading out is designed to raise the reading level of students with low scores on a standardized reading test. Such students are required to take the course."

For good reason.

News item in the University of Portland *Beacon*:

"Russian immigrant Matvei Finkel used humorous stories to describe life in his homeland on Tuesday evening."

"Finkel hopes to help his homeland. He explained history has made many Russians prejudiced. Years of occupation by the Tudors created rifts."

"Was Elizabeth I responsible for the Byt Empire?" a reader wants to know.

—C.G.

## In Brief

## California pays to settle lawsuit with Institute

SAN DIEGO — The California State Department of Education has agreed to pay \$225,000 in attorneys' fees to settle a federal lawsuit over its decision to withdraw certification of science degrees granted by the Institute for Creation Research.

The small Christian institution in nearby San Jose sued in 1990 when the department ruled its master's degrees in biology, geology, physics, and science education did not qualify as science degrees. The institute teaches creationism, which the department said is religion, not science.

A spokeswoman said the department had agreed to settle the suit because responsibility for overseeing private postsecondary institutions in the state has been transferred from the department to the Council for Private Postsecondary and Vocational Education, a new state agency which has not yet taken up the institute's case.

The institute, which enrolls about 25 students a year in a summer graduate program, has continued issuing science degrees with the department's certification, pending a final state review of its status. The postsecondary council is expected to consider the institute's certification soon.



## Hundreds gather at Auburn to support gay students

AUBURN, ALA.—More than 300 people gathered at Auburn University this month to protest what they said is unfair treatment of the Auburn Gay and Lesbian Association.

In recent weeks, student-gov-

ernment leaders have tried to revoke the group's charter, and a student was charged with firing a pellet gun at alliance members.

Protesters called on the university to extend protection under its anti-harassment policy to those

who are victimized because of their sexual orientation. The protesters also criticized student-government leaders, who say Auburn should not provide funds to a group whose members violate state laws prohibiting sodomy.



## Jodie Foster charms Harvard thespians

CAMBRIDGE, MASS.—The Hasty Pudding Theatricals group at Harvard University honored the actress Jodie Foster last week as its 1992 Woman of the Year. The Yale alumna received as her prize a traditional brass "Pudding Pot." Hasty Pudding, the nation's oldest undergraduate drama group, said in a statement that it was giving Ms. Foster the award because she had confronted important social issues. Ms. Foster won the Academy Award for best actress in 1988 for her portrayal of a rape victim in *The Accused*.

## Student is found dead

## In office at Berkeley

BERKELEY, CAL.—A female student at the University of California at Berkeley was stabbed to death in the campus office of a student organization where she apparently had been working

alone at night. The body of Grace Rualo Asuncion, a junior, was discovered by a janitor in the offices of the Filipino American Alliance. The campus police said she had been stabbed several times.

University officials said guards would be stationed in Eschelman Hall, which houses the offices of student organizations.

## Campus police officer charged with murder

TOLEDO, OHIO.—A University of Toledo security officer has been indicted on charges of aggravated murder and kidnapping in the slaying of a nursing student.

Jeffrey Hodge, a part-time student and a member of the campus public-safety force, was arrested for the murder of Melissa Anne Herstrum. She was found dead in a university parking lot. She had been shot 14 times. Police reported no signs of sexual assault.

The police do not believe that Mr. Hodge knew Ms. Herstrum, although the two may have crossed paths at the scene of a traffic accident the night before the slaying. Investigators are looking for links between the murder and shots fired at a dormitory last month.

## Jury indicts operator of alleged diploma mill

SALT LAKE CITY.—A federal grand jury here has indicted the operator of an alleged diploma mill on 26 charges of mail fraud and money laundering for his part in a scheme involving the North American University.

The indictments allege that

## College cancels showing of sexually explicit film

DANVILLE, VA.—Faculty members and students have accused administrators at Averett College of censorship after the officials canceled a showing of a sexually explicit film.

*Henry and June*, the film that caused the stir, depicts the lives of the writers Anaïs Nin and Henry Miller, and Miller's wife June. It contains nudity, strong language, and homosexual encounters.

Frank R. Campbell, president of the college, said senior administrators believed showing the film was "inconsistent with the school's mission." Averett is af-

filited with the Baptist General Association of Virginia. Its mission statement says that the college "takes seriously its Christian heritage and values," and that it "concerns itself with both the moral and the intellectual development of its students."

The film, which was released in 1990, was one of the first to receive the new rating NC-17, which prohibits people under 17 years old from gaining admission.

A history professor, William Trakas, decided to show the film in one of his classes. "I think we do our students a disservice when we ignore the real world," Mr. Trakas said. "There are people who would like to think there is no homosexuality. But there is, so why deny it?"



"HENRY AND JUNE"

© 1990 UNIVERSAL CITY STUDIOS

## Displacement of books sparks dispute

MINNEAPOLIS.—The future of an ornate reading room at the University of Minnesota that formerly housed a prestigious collection of children's literature has divided librarians, professors, and administrators.

The subject of the dispute is the Arthur Upson Room, named for a poet and university English instructor who drowned in 1908. A donor who gave the university money to build the room stipulated that it be a place for students to read the classics. But last fall, the university decided to use the

room, with its high ceilings and embossed-leather wall coverings, for evening receptions and faculty meetings. Concerned about maintaining the books, Karen Hoyle (below), curator of the children's collection, moved most of the works. She and others would rather preserve the room's original intent. Librarians, who had complained about the change, say they have received letters of support from alumni and professors—including one from 23 members of the English department.



JOE ODELL, PIONEER PRESS

## PORTRAIT

## Professor Offers Help to Missionaries Taken Hostage

By ROBERT R. SCHMIDT, JR.  
To obtain the release of a hostage, says Chester L. Quarles, you have to learn how to fish.

Hostage negotiators spend much of their time waiting, and that, Mr. Quarles says, is difficult for people who are not trained to do so. "It's hard to fish when they're not biting," he says.

Mr. Quarles is a professor of political science and director of the Criminal Justice Program at the University of Mississippi. He is also a negotiator for missionaries and relief workers taken hostage.

The two jobs are not mutually exclusive. Mr. Quarles works out of one office (at the university) and travels for about five weeks a year, depending on the crises he is called upon to help with.

Mr. Quarles tries to make his scholarly work relevant to the world outside of academe. "I was taught that the Ph.D. required research that would make a real contribution to society," he says.

He recently developed Project Safe, a computer service at the university that provides travel advisories and risk assessments of 85 countries. It is used by five Christian organizations that pay a membership fee. Mr. Quarles and a graduate student prepare the risk assessments by collating information from computer files, which are linked to data banks, including news services and the State Department's travel advisories.

Mr. Quarles's acquaintance with terrorism began in his home state of Mississippi, where he served as an officer of the state highway patrol and as a military-police officer in the 1960s. It was in the first of those jobs that he witnessed terrorist activities—domestic violence by the Ku Klux Klan. He joined the highway patrol after graduating from Florida State University in 1965 with a degree in criminology.

## Headed Crime Lab at Age 21

Soon after he joined the force, he was appointed as an investigator for the state police to run the newly formed Mississippi Crime Laboratory. "I was the youngest state investigator ever appointed in Mississippi," says Mr. Quarles, who was 21 years old at the time and one of only three college graduates in the highway patrol.

His work in the crime laboratory focused on physical microscopics—studying bullets and shotgun shells and combing crime scenes for such evidence as the marks left by burglars' tools.

Besides his degree in criminology, Mr. Quarles had no formal training when he became director.

Taking new jobs and having little experience for a position is a pattern in Mr. Quarles's life. He became an instructor at the University of Mississippi with only a bachelor's degree and earned his master's while teaching classes on criminal justice.

Mr. Quarles's decision to offer his services as a hostage negotiator was prompted by a conference at his Southern Baptist church, where he is an ordained deacon. The theme of the conference was that



Chester L. Quarles: "It may seem James Bondish, but in reality it's all basic police work on an international scale."

every Christian could be a missionary, using their skills to help others. "I asked myself, How can a person who has spent a lifetime putting people in jail or teaching about crime become a missionary? I went home and the headlines in the newspaper were about terrorism, and that's where I had my inspiration," he says.

As a result, in 1985 Mr. Quarles and another man founded Contingency Preparation Consultants, a Christian organization that helps missionaries who come under terrorist attack.

As the company grew, he expanded its services. He now conducts seminars that help organizations gauge the risks of working in various countries. The company also provides security for conferences held in countries that are politically unstable or have active terrorist groups.

Mr. Quarles says the non-profit company uses a "holistic approach" when dealing with terrorism. That includes teaching ways to avoid leaving oneself open to attack and ways to survive an attack.

Mr. Quarles has served as chief negotiator in hostage situations in Colombia and Pakistan, but he is reluctant to discuss many of the details, citing safety concerns.

The last time he negotiated with kidnapers was in the summer of 1991. Afghan rebels operating in the Hassara region of Pakistan had taken two American relief workers hostage because the rebel leader felt insulted by their organization, which had not asked his permission for their venture. The hostages, a

linguist and an animal-husbandry specialist, had been trying to teach herd control. After 106 days the animal-husbandry specialist was freed. The linguist was released in early January.

As chief negotiator, Mr. Quarles establishes communication with the terrorists and develops a strategy for the negotiations. "A lot of it is done by fax," he says, noting that intermediaries with facsimile machines are crucial to his work.

## Saving Lives in Colombia

Even though he remains close-mouthed about his work, Mr. Quarles is recognized as an expert in his field, especially by groups that sponsor missionaries.

Cliff M. Reimer, the Gospel Missionary Union's vice-president of field operations in Latin America, worked closely with Mr. Quarles after two of the organization's missionaries were taken hostage near Cali, Colombia, in 1989.

"Chester was tremendously helpful," he says. "We had never had anything like this happen, and we just didn't know what to do."

According to Mr. Reimer, Mr. Quarles probably saved the hostages' lives by preventing a planned armed-rescue attempt by the local police. Instead, Mr. Quarles suggested negotiation, and the hostages were released after 68 days.

Despite the stressful work of negotiating for hostages, Mr. Quarles is modest about his job. "It may seem James Bondish," he says, "but in reality it's all basic police work on an international scale."

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## Scholarship

Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, wants to establish two foundations in Russia to promote joint research with U.S. scientists and their colleagues in the former Soviet Union.

Mr. Brown revealed the details of his plan at a press conference at the annual meeting of the American Association for the Advancement of Science, which ended last week.

He said the intent of his proposal was to provide resources to assure the survival of scientists in the former Soviet Union, while promoting their cooperation with the United States on research problems of mutual concern.

Mr. Brown said financial support for the foundations would come from the annual earnings of an endowment of at least \$200-million that "would be created by equal contributions from the United States and Russia."

The first foundation would function much like the National Science Foundation, awarding competitive grants for joint projects in fundamental and applied research. Recipients of the awards would include American universities, government laboratories, and non-profit research institutions.

The second foundation, Mr. Brown said, "would provide partial support to high-technology ventures—from the laboratory bench to the marketing phase—linking Russian entrepreneurs with interested U.S. business partners."

Russian and American scientists at last week's meeting were enthusiastic about the proposal. They said it was important to assist scientists in the newly christened Commonwealth of Independent States who were not likely to be included in the Bush Administration's financial aid package for Russian nuclear scientists.

Harley Balzer, director of the Russian Area Studies program at Georgetown University, said he recognized that the Administration needed to keep Russian scientists who worked at nuclear-weapons institutes from selling secrets to U.S. military adversaries.

"But there are a great many scientists in the former Soviet Union who made a conscious choice not to work in the nuclear-weapons enterprise," he said. "For us now to help only those who are involved in nuclear-weapons research is tragic."

In any case, Russian scientists find the U.S. proposal to pay them to dismantle the Soviet nuclear arsenal remarkable.

Said Raul Z. Sagdeev, a professor of physics at the University of Maryland and an adviser to former President Mikhail S. Gorbachev: "MAD-1, mutually assured destruction, has been replaced by MAD-2, mutually assisted dismantlement."



Much recent research on Palestinians focuses on those who live in the occupied territories. Above, a refugee camp in Gaza.

## As Perceptions of the Palestinian People Change, Study of Their History and Society Grows

Rash of recent books on the 'Intifada' is only one manifestation of a profusion of new research

By ELLEN K. COUGHLIN

In December 1987 the popular Palestinian uprising known as the *Intifada* began when riots broke out in refugee camps in the West Bank and Gaza Strip. With Palestinian civilians facing down Israeli soldiers in the streets of the occupied territories, the continuing confrontation has become a watershed in the evolution of Palestinian nationalism and the changing dynamics of the Arab-Israeli conflict.

The *Intifada* has been a landmark in scholarship, as well. In the four years since it began, researchers have produced dozens of books and articles examining the subject from as many different perspectives. It is already, in the words of one scholar, "probably the most studied political uprising in the 20th century."

Many Middle East specialists agree, however, that the attention to the *Intifada* is only the most visible manifestation of a profusion of new research in the last several years on Palestinians generally. Events in the Middle East, up to and including the current round of peace talks, as well as developments in scholarship, not only

have piqued interest in the Palestinians but have shifted perceptions of them as well.

"It partly has to do with a de-demonization of the Palestinians," said Rashid I. Khalidi, associate professor of history and director of the Center for Middle Eastern Studies at the University of Chicago. "They're seen as a society, as a people, as a subject in and of themselves, and not solely related to the Israelis."

### Equated With the PLO

Because of their unique place in the politics of the region, Palestinians have never been entirely absent from the research agenda of Middle Eastern studies. But until a decade or so ago, many scholars say, Palestinians were looked at mostly as one facet of the Arab-Israeli conflict. "The Palestinian question," not Palestinian history or society on its own terms, was the general thrust of the research.

The reason for that, scholars say, was political. The American public, by and large, was pro-Israeli and tended to equate all Palestinians with the extremist activities of the Palestine Liberation Organiza-

tion. In academe, many researchers argue, the study of the Middle East was dominated by an "Orientalist" perspective, a Western slant on the region that often went hand in hand with pro-Israeli political sympathies. To choose to focus your research on a Palestinian subject was not always a wise career move.

"If you wrote about Palestinians," said Laurie A. Brand, assistant professor of international relations at the University of Southern California, "oftentimes you were construed as being a part of them. And people didn't want to potentially jeopardize their careers by getting involved in that."

The political winds have shifted, both in American society at large and in the universities. Scholars say that it is easier now than a dozen years ago to get financial support for research on Palestinians, and that both commercial and academic presses are more interested in publishing books on the subject.

The new body of research covers a wide spectrum of topics and involves scholars throughout the humanities and social sci-

ences. Because of its broad implications, the *Intifada*, which has garnered so much research attention of late, demonstrates in microcosm the array of questions about Palestinian history, politics, and society that scholars are now investigating.

### 'The Forefront' of Attention

"The *Intifada* brought the Palestinian issue back to the forefront of international attention," said Don Peretz, a professor of political science at the State University of New York at Binghamton, who has studied the uprising. At the same time, he said, "it had a profound effect on Palestinian society." The *Intifada* raises questions about Palestinian leadership, about the social organizations that support it and the political culture that has grown up around it, and about the role of Palestinian women and the community in the resistance to Israeli occupation.

The more hospitable climate for research on Palestinians can be attributed to a variety of related factors. On one level, the change can be tied to events in the Middle East and certainly pre-dates the *Intifada*. Some put it as far back as the 1979 Camp David accord between Israel and Egypt, in which the intractability of the dispute over the occupied West Bank and Gaza Strip demonstrated to many that solving the Palestinians' plight was the key to any lasting peace in the Middle East.

Other researchers date the change to the Israeli invasion of Lebanon in 1982. The

Continued on Page A12

## Primates and Other Animals Use Wild Plants for Medicinal Purposes, Researchers Discover

By KIM A. McDONALD

CHICAGO

The use of plants for medicinal purposes, long thought to be a uniquely human trait, is a common practice among some primates and other animals, researchers have discovered.

Much of their evidence comes from painstaking field research over the past decade and has led, recently, to the isolation of potential new drugs for humans.

It has also led to the development of a new field of study—"zoopharmacognosy"—the use of natural pharmaceuticals by animals. Scientists involved in the field gathered to discuss their findings at the annual meeting of the American Association for the Advancement of Science, which ended here last week.

Several researchers said their first clue that animals were using certain plants for medicinal, rather than nutritional, purposes had been the fact that some plants that monkeys and chimpanzees consume when sick contain toxins that the plant uses to ward off such parasites as roundworms, bacteria, or viruses.

"Standard wisdom is that these are toxic or dangerous to animals," said Richard Wrangham, a professor of anthropology at Harvard University. "But over the last 15 or 20 years, a series of anecdotes has jelled in studies suggesting that animals can use those compounds on occasion to their own benefit, often turning the toxic effects against their own enemies."

Mr. Wrangham said some primates and birds rubbed foul-smelling toxic substances from plants over their bodies to rid themselves of external parasites. Even more remarkable and interesting, he added, is the practice of some baboons, chimpanzees, and monkeys to use plant toxins to control internal parasites.

Mr. Wrangham noted, for example, that baboons in Uganda sometimes eat the fruit of plants that native people have used to control infections of schistosomiasis, a debilitating disease caused by the infection of parasitic fluke worms. Investigations of this behavior, he said, revealed that only those animals infected with the microscopic worms responsible for the disease ate the fruit, while baboons free of schistosomiasis avoided it.

### Studies of Chimpanzees

At four sites in Africa, Mr. Wrangham studied the behavior of chimpanzees that swallow leaves from certain species of plants. He said the leaves of nine of the species are large and rough, and are swallowed without being chewed—indications that the chimpanzees are not eating them for food. He said the practice generally occurs in the morning hours, before the chimpanzees begin foraging for food, and is most frequent during the wet season, when the number of parasites in the animals are generally much higher.

Mr. Wrangham said populations of chimpanzees that did not have access to the plants tended to show many more parasitic infections than those that did. In addition, he said, baboons, which do not exhibit such leaf-swallowing behavior, have

many more intestinal roundworms and other parasites than chimpanzees.

In a similar study, Michael A. Huffman, a postdoctoral fellow in zoology at Kyoto University in Japan, said he had found in a study of 90 chimpanzees in Tanzania that individuals that exhibit symptoms of roundworm or schistosomiasis infections stripped the leaves and bark from a flowering plant known as *Vernonia amygdalina* and sucked the bitter juice from the inner stem. He said analysis of the juice showed it had anti-parasitic properties. Examinations of the compounds from the plant's leaves and bark showed that they contained toxins at concentrations capable of killing laboratory mice.

"What we see these chimps doing is avoiding the most toxic parts of the plant," he said. "We find selectivity in these chimps for the most beneficial part of the plant."

Eloy Rodriguez, a professor of developmental and cell biology at the University of California at Irvine, who analyzed some of the leaves brought back by Mr. Wrangham, said he had discovered that one species of plant, *Aspilia*, whose leaves are swallowed by the chimpanzees, contained a red oil, thiarubrine-A, that proved effective against parasitic roundworms, fungi, and even tumors.

Mr. Rodriguez said he was surprised

that thiarubrine-A had so many uses. "It was very surprising, because we had never seen these compounds," he said.

He said Mr. Wrangham's observation that the chimpanzees carefully swallow the leaves of *Aspilia* without chewing them was significant, since chewing would destroy the leaf structures that contain thiarubrine-A and release the compounds into the acidic digestive fluids of the stomach. Instead, the compound is released in the small intestine, where roundworms and other parasitic nematodes are concentrated.

### 'Excited About the Potential'

Mr. Rodriguez said *Ficus* leaves eaten by chimpanzees had also been found to contain agents that kill bacteria.

He said the anti-bacterial activity of thiarubrine-A was not surprising to him, since Africans have been known to use extracts from the *Aspilia* leaves to treat skin infections. But the anti-tumor properties of thiarubrine-A came as a complete surprise.

"We're quite excited about the potential of this drug," he said, adding that investigations of the plants that animals use for medicinal purposes could provide useful new drugs for humans.

"For too long, we've neglected these small, secondary compounds as molecular

Continued on Page A12



The diet of female howler monkeys could be responsible for the propensity of some of them to produce a greater number of male offspring.



## RESEARCH NOTES

- **Sardinia's fortified dwellings said to be built by small polities**
- **Study reveals king crab to be closely related to hermit crab**
- **Scientists said to ignore or discount experimental anomalies**

Prehistoric stone buildings found on the Mediterranean island of Sardinia were the product of small-scale polities similar to African petty chiefdoms, says an archaeologist at Pennsylvania State University at Mont Alto.

Sardinia is the site of some 7,000 conical stone structures, called nuraghi, dating from the Bronze and Iron Ages (1800 B.C. to 500 B.C.). Most researchers agree that the buildings were the fortified residences of locally prominent families and also served the secondary functions of storehouses or community refuges. Many scholars have concluded that, because the largest and most complex of the nuraghi are similar in certain ways to medieval European castles, the societies that produced the prehistoric buildings may have been similar to feudal monarchies.

In the current (December) issue of *Antiquity*, Penn State's Gary S. Webster argues that the amount of labor and the level of skill required to build the nuraghi suggest that the structures were produced by small polities less complex than feudal societies.

Based on a study of a cluster of the prehistoric structures in west-central Sardinia, Mr. Webster ar-



Prehistoric stone structures called nuraghi, found on the island of Sardinia, probably served as fortified residences.

gues, for example, that the rock used in building the nuraghi probably was not hauled over a great distance. Pliocene basalt, the main building material, is found at relatively shallow depths in the area where the structures are located, he says. On higher ground, where the nuraghi were usually built, the depth of the building stone is sometimes less than a meter.

What's more, notes Mr. Webster, most of the stones in the existing buildings appear not to have been cut to size, but were used in their original shape. Mr. Webster

estimates that, in the area of Sardinia he studied, 35 nuraghi were erected between approximately 1800 B.C. and 1250 B.C., to accommodate a population that increased from about 35 people to 200.

At such a rate, he argues, the construction would not have placed great demands on the available labor pool.

—ELLEN K. COUGHLIN

The Alaskan king crab, one of the largest-known arthropods, evolved from a single genus of



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New genetic evidence suggests that the giant king crab, at top, evolved rapidly from a single genus of shell-dwelling hermit crab, at bottom.

tiny hermit crab, according to a comparison of the two animals' genes.

The discovery, detailed in the February 6 issue of *Nature*, contradicts anatomical studies conducted over the past decade that suggested that adult forms of the two crabs, which are vastly different in size and appearance, are not closely related.

Some zoologists in the late 1800's believed king crabs and the much smaller, shell-dwelling hermit crabs were related because of similarities in their larval forms and in the shapes of their asymmetrical abdomens. But, until now, no one could be certain.

To resolve the controversy, Clifford W. Cunningham, a zoologist at the University of Texas at Austin, and his colleagues at Yale University compared mitochondrial DNA—genes that are passed unchanged from mother to offspring—from dozens of species of crabs.

The results suggested not only that genes from hermit crabs and king crabs were closely related, but that two genera of the commercially important Alaskan king crab had evolved from a single genus of hermit crab known as *Pagurus*. The latter finding came as a surprise to the researchers.

"We expected to find that king crabs had descended from hermit crabs," says Mr. Cunningham, "but we never suspected that they would fall within a single genus of hermit crab."

The researchers say the genetic evidence also suggested that the evolution of king crabs from hermit crabs—which involved a dramatic increase in size, the acquisition of more crab-like features, and the development of a hard shell around the hermit crab's soft, elongated abdomen—occurred relatively rapidly, taking from 13 million to 25 million years to complete.

—KIM A. McDONALD

Scientists often discount or ignore experimental observations when they contradict prevailing theories, two scholars say.

Ever since the historian Thomas S. Kuhn published *The Structure of Scientific Revolutions* in 1962, many historians of science have assumed that major theoretical shifts arise from the recognition of anomalies—observed facts that a current theory did not expect and cannot explain—and the concerted attempt to devise a better theory that could explain them.

For example, until the mid-19th century most naturalists believed

that an omnipotent being created all the world's creatures according to a grand design. In that theory, every animal was perfectly designed for its environment: giraffes, for example, had long necks so they could eat from trees.

In the February 7 issue of *Science*, Alan Lightman, a professor of science and writing at the Massachusetts Institute of Technology, and Owen Gingerich, a professor of astronomy and history of science at the Harvard-Smithsonian Center for Astrophysics, point out that the theory could not explain features of animals that seemed ill designed: for example, the wings of ostriches, which do not fly.

Similarly, say the authors, before the 20th century most geologists, who held to a theory that land masses could move only vertically, could not explain why the Atlantic coasts of South America and Africa fit together like pieces of a jigsaw puzzle. That fact, like the ostrich's wings, was discounted as an unimportant quirk, so that scientists did not have to confront the inadequacy of their existing theory, the authors note.

Mr. Lightman and Mr. Gingerich use those two examples, and others from physics and astronomy, to illustrate how and why scientists first ignore, and then come to recognize, contradictory facts.

The authors say that when new theories are developed—for reasons unrelated to the unrecognized anomalies—and they provide a compelling explanation of previously unexplained facts, "it is 'safe' to recognize them for what they are," namely, anomalies.

Of course, they add, under the new theory, past anomalies no longer are anomalies.

—CHRIS RAYMOND

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## Scholarship

## Scholarship

## NIH Panel Approves Gene Therapy for AIDS Patients With Cancer

By DAVID L. WHEELER  
BETHESDA, MD.

Researchers at the University of Washington are set to treat a select group of AIDS patients with a combination of genetically altered cells and bone-marrow transplants.

Last week a committee at the National Institutes of Health gave the researchers permission to try the experimental treatment. It is designed for use with patients infected by the AIDS virus who do not have many of the symptoms of full-blown AIDS but do have a cancer of the lymph nodes caused by their infection. The scientists hoped to eliminate the cancers and stop the development of AIDS in the patients.

The researchers will try to use the treatment with other AIDS patients if it is successful with the first group.

Philip D. Greenberg, a professor of medicine at the University of Washington medical school and the leader of the research group planning the treatment there, said that a method of growing and genetically modifying cells that has been developed for the current treatment might eventually be used without the bone-marrow trans-

plants to treat some people with AIDS. The transplants are a standard treatment for lymphoma, or cancer of the lymph nodes, but they cost several hundred thousand dollars.

## Marrow From a Sibling

Members of the Recombinant DNA Advisory Committee at the NIH, which reviews gene-therapy proposals, praised the proposed experiment. "This is a well-thought-out and well-presented protocol and proposes an extremely important experiment," said John H. Barton, a member of the committee and a professor of law at Stanford University's law

school. Scientists on the committee were equally complimentary.

Patients will receive extensive radiation therapy and chemotherapy, which will destroy both cancerous cells and many cells that are infected with the AIDS virus, including bone-marrow cells. The patients will then receive new marrow from a sibling and large numbers of T-cells, which are part of the immune system. The T-cells will be grown from samples of the patient's own blood, which will be drawn before the cell-killing therapies are administered.

From the blood samples, scientists will select T-cells capable of identifying and killing other cells

infected with the AIDS virus. The researchers will grow millions of the cells in the laboratory before injecting them back into the patients.

## New Package of Genes

Under the most optimistic scenario, the T-cells would kill any cells infected with the AIDS virus that remained in the patients after the radiation therapy. Scientists hope the T-cells, in combination with the drug AZT, will also prevent the AIDS virus from infecting the new bone marrow and the blood cells generated from it.

After taking the T-cells from the patients, but before re-administer-

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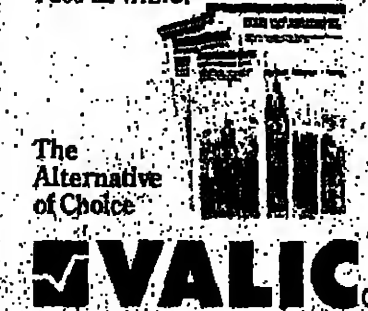
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## Changing Perceptions Prompt Research on Palestinians

Continued From Page A9  
harsh treatment of the Palestinians during that engagement, and especially the massacre of hundreds at the refugee camps at Sabra and Shatila, provoked sympathy for them, scholars say, and created an opening for studies that looked at them in a more empathetic way.

### Opening the Discourse

The shift in attitudes has come from intellectual quarters as well.

Many researchers credit a group of Israeli scholars who, using state archives that have opened only in recent years, have begun writing a new, more critical history of the creation of the state of Israel.

"That has helped to open up the discourse, especially inside Israel," said Ann M. Lesch, associate professor of political science at Villanova University.

By the same token, others say, Palestinian scholars have begun to look more critically at their own people, acknowledging, for example, that they are not as unified and cohesive a society as they have portrayed themselves in the past.

"The research has gotten a lot more sophisticated," Ms. Lesch said. "There used to be on both sides a tendency not to want to admit there were problems."

### Precarious State of Archives

The years of continuing tension in the Middle East, to say nothing of outright warfare, have made studying any society there, but especially the Palestinians, difficult and sometimes dangerous.

Because of the nature of the Palestinians' recent history, many archival and other documents pertaining to them are hard to get at, if they exist at all. Researchers tell of Palestinian trade unions that no longer keep membership lists for fear they will be confiscated, or international organizations such as the Red Cross that are often loath to give out information.

Before the 1982 war in Lebanon, scholars say, Beirut was the center for archives on Palestinian history and society. Two organizations—the PLO and the Institute for Palestine Studies—maintained large research collections there, but both were looted and the PLO's shut down when the Israeli invasion reached the city. The PLO records were returned as part of a prisoner exchange the following year, and the institute has since opened an additional office in Washington. But Beirut, scholars say, is no longer the center for research that it used to be.

Researchers do point to two promising sources of historical material about the Palestinians that are relatively well preserved and are just beginning to be tapped—private family papers and Islamic court records.

Mr. Khalidi of Chicago recently spent time working in Jerusalem in the private papers of four Palestinian families, including his own. "There's more stuff there than I expected," he said. "What is interesting is that so little of this has been touched."

Judith E. Tucker, associate pro-

fessor of history at Georgetown University, has recently been doing research into Islamic court records in Nablus, in the West Bank. In Islamic societies, she said, each town has its own court, which handles everything from marriages and divorces to criminal proceedings. She described the court records as a "rich trove" of information on Palestinian social history that goes back as far as the 16th century.

### Interviews in Bomb Shelters

Meeting and interviewing Palestinians "on the ground," as researchers like to say, can be hazardous to scholars and subjects alike. Under extreme conditions, as have existed in Lebanon, interviews have been known to take place in bomb shelters and research has been interrupted by shelling. But the one constant is suspicion: At least initially, people are often mistrustful of researchers' motives or fearful of the consequences if they cooperate.

Virtually every scholar who has worked with Palestinians in the Middle East has a story to tell.

Ms. Brand of Southern California is one of the few scholars who have done research on Palestinian communities in the Arab world outside the occupied territories. She spent 1983 interviewing Palestinians in Egypt, Jordan, and Kuwait. In Jordan, she said, where they constitute a majority of the population, Palestinians have a particularly uneasy relationship with the government. She recalled one interview with a man whose wife would not let them talk until she had checked outside all the windows and turned the radio up enough to create a cover for their conversation.

"In Jordan," Ms. Brand said, "I had a much greater sense of people feeling they were being watched."

Julie M. Peteet, assistant professor of anthropology at the University of Louisville, spent the years from 1974 through 1982 in Lebanon, in part doing research on women in the Palestinian resistance movement. In the summer of 1982, during the Israeli invasion, she simply stopped her fieldwork. "It seemed absurd," she said, "to go around with a notebook."

The political difficulties of doing research on Palestinians are not confined to the Middle East. Although most agree that the atmosphere in this country for academic research on Palestinian topics has improved in the last decade or more, there are some who maintain that obstacles still exist—though they are often hard pressed to pinpoint specific incidents.

"You know some young people who have not gotten jobs, and you wonder," said Ms. Tucker of Georgetown.

### Language a Minefield

Subtle still are the ways in which political loyalties can affect the research itself—the questions that are asked, the sources that are used, the information that is included or overlooked. Although scholars agree that research on Palestinians today is far less polemical

—on both sides—than it used to be, it is impossible to do research that is absolutely neutral.

Even language can be a minefield. The Israeli government refers to the West Bank as Judea and Samaria. In some contexts, "Palestine" is a loaded term. "As soon as you put pen to paper, you're taking sides by the words you use," said Joel S. Migdal, professor of international studies at the University of Washington.

Sorting through the myriad perspectives that researchers bring to the subject of Palestinian history and society can be like negotiating a particularly convoluted maze. Among the scholars in this country who work on the topic are people of every ethnic background and family loyalty, with widely varying field experiences in the Middle East. But attempting to draw distinctions among them can be a futile exercise—and doesn't tell the whole story, anyway.

"People have had different experiences," said Mark Tessler, professor of political science at the University of Wisconsin at Milwaukee. "Some may have stronger political feelings than others. But almost everybody is probably on the same wavelength concerning what they think about basic issues."

Ms. Brand of Southern California is one of the few scholars who have done research on Palestinian communities in the Arab world outside the occupied territories. She spent 1983 interviewing Palestinians in Egypt, Jordan, and Kuwait. In Jordan, she said, where they constitute a majority of the population, Palestinians have a particularly uneasy relationship with the government. She recalled one interview with a man whose wife would not let them talk until she had checked outside all the windows and turned the radio up enough to create a cover for their conversation.

Others agree that there is a broad common ground for researchers who may come at Palestinian subjects from different starting points. "There are pressures on everybody," said Ms. Lesch of Villanova. "But you can discuss things a lot more easily now than you could 20 years ago."

## Primates Find Medicine in Plants, Researchers Say

Continued From Page A9

debris, but now we're going to pay a lot more attention to them," he said.

No one knows for sure how primates have acquired the ability to select useful medicinal plants, but researchers said they believed the behavior was learned and passed on to offspring, rather than innate.

Mr. Huffman of Kyoto University, for example, said young chimpanzees would imitate their sick mothers' actions and suck on the inner stem portions of *Vernonia*.

"I think they are aware of the condition that their mother is in and that they are eating things that are not normal in the diet," he said.

In addition, researchers suspect that not all of the medicinal compounds used by primates have roles in preventing or treating infections. Some may be used to enhance specific kinds of biological functions, such as mating and pregnancy.

### Changes Before Mating Season

In her studies over the past decade on muriqui monkeys that live near Brazil's Atlantic coast, Karen B. Strier, a primatologist at the University of Wisconsin at Madison, discovered that, shortly before the mating season, females had a habit of moving temporarily to parts of the forest where certain species of legumes not usually found in their diet were abundant.

Ms. Strier said leaves from two of the legume species contain compounds that prevent bacterial infections, which may help the monkeys improve their health, and iso-flavonoids, which are similar to estrogen in their chemical structure. A third species of legume that the monkeys eat, she added, bears a fruit that contains stigmasterol, a steroid used in the laboratory to synthesize progesterone. She is conducting studies to determine if the legumes are aiding the monkeys in regulating their fertility.

In another project, Kenneth E. Glander, an associate professor of biological anthropology and anatomy at Duke University who has been studying howler monkeys in Costa Rica since 1970, said imbalances in the ratio of male to female offspring had led him to speculate whether diet could be involved in the preponderance of males.

In making physiological measurements of the monkeys, Mr. Glander and his colleagues found that most females had differences in the electric-charge potential between the cervix and vagina that were great enough to influence the movement of sperm containing either male- or female-determining chromosomes.

Positive electric charges, he said, could impede sperm containing the female-producing X-chromosome from entering a female's uterus and assist sperm containing the negatively charged, male-producing Y-chromosome.

In 36 of 58 monkeys studied, he said, voltage readings showed that the female's cervix was more electropositive than the entrance to the vagina. Mr. Glander thinks that compounds in the monkeys' diets could be causing the changes.

"All of us are familiar with the phrase 'You are what you eat,'" he said. "But I suggest that we may be what our mother eats."

### Scholarship

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN

The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

**Law as Metaphor: From Islamic Courts to the Palace of Justice**, by June Starr (State University of New York Press; 243 pages; \$49.50 hardcover, \$16.95 paperback). A work in legal anthropology that traces the rise of secular law in Turkey.

### ARCHAEOLOGY

**Uncommon Ground: Archaeology and Early African America, 1680-1880**, by Leland Ferguson (Smithsonian Institution Press; 232 pages; \$35 hardcover, \$14.95 paperback). Discusses the use of archaeological data in the reconstruction of early black American history.

### ART AND ARCHITECTURE

**Isaac della Querela**, by James Beck (Columbia University Press; the two-volume set has 616 pages and costs \$95). A biography of the Sienese sculptor who lived from about 1374 to 1438.

### BIOLOGY

**The Biology of Yicks**, Volume 1, by Daniel E. Sonenshine (Oxford University Press; 472 pages; \$95). Book one of a two-volume study of the biology, ecology, disease transmission, and control of ticks.

### CLASSICAL STUDIES

**On Rhetoric: A Theory of Civil Discourse**, by Aristotle, translated by George A. Kennedy (Oxford University Press; 368 pages; \$27.95 hardcover, \$9.95 paperback). Translation, with commentary, of the Greek philosopher's treatise on the art of persuasion.

### COMMUNICATIONS

**Democracy in an Age of Corporate Colonization: Development in Communication and the Politics of Everyday Life**, by Stanley A. Deetz (State University of New York Press; 399 pages; \$54.50 hardcover, \$17.95 paperback). Argues that an "obscure" understanding of communication processes and power relations has prevented people from perceiving the corporate domination of public decision making.

### ECONOMICS

**The New European Economy: The Politics and Economics of Integration**, by Loukas Tsoukalas (Oxford University Press; 352 pages; \$52).

### HISTORY

**The Annals of St-Bertin: Ninth-Century Histories, Volume 3**, edited and translated by Janet L. Nelson (Manchester University Press; distributed by St. Martin's Press; 283 pages; \$59.95 hardcover, \$24.95 paperback). The first volume in a translation of a major source for the history of the Carolingian empire.

**Architecture and Power: The Town Hall and the English Urban Community, c. 1600-1840**, by Robert Tittler (Oxford University Press; 240 pages; \$65). Examines the role of town halls in the civic culture of English provincial towns.

**The Great Russian Legion in Russia, 1914-1920**, by John F. N. Bradley (East European Monographs, distributed by Columbia University Press; 200 pages; \$28). Focuses on the legion's participation in the Russian Civil War of 1918-20.

**Forces of War: 1930-1980: From Warfare to Welfare**, by Roger W. Lochin (Oxford University Press; 440 pages; \$45). Describes the urban-military union that developed when the logistical needs of the U.S. Navy coincided with the economic aspirations of California's cities.

**Helping Children: A Social History**, by Adeline Levine and Murray Levine (Oxford University Press; 304 pages; \$39.95). Discusses the history of social-work services for American children since the late 19th century.

**The Market Revolution: Jacksonian America, 1815-1846**, by Charles Sellers (Oxford University Press; 512 pages; \$35). Traces America's social, economic, po-

litical, religious, and cultural history at a time when the rise of commercial capitalism created new divisions in the country.

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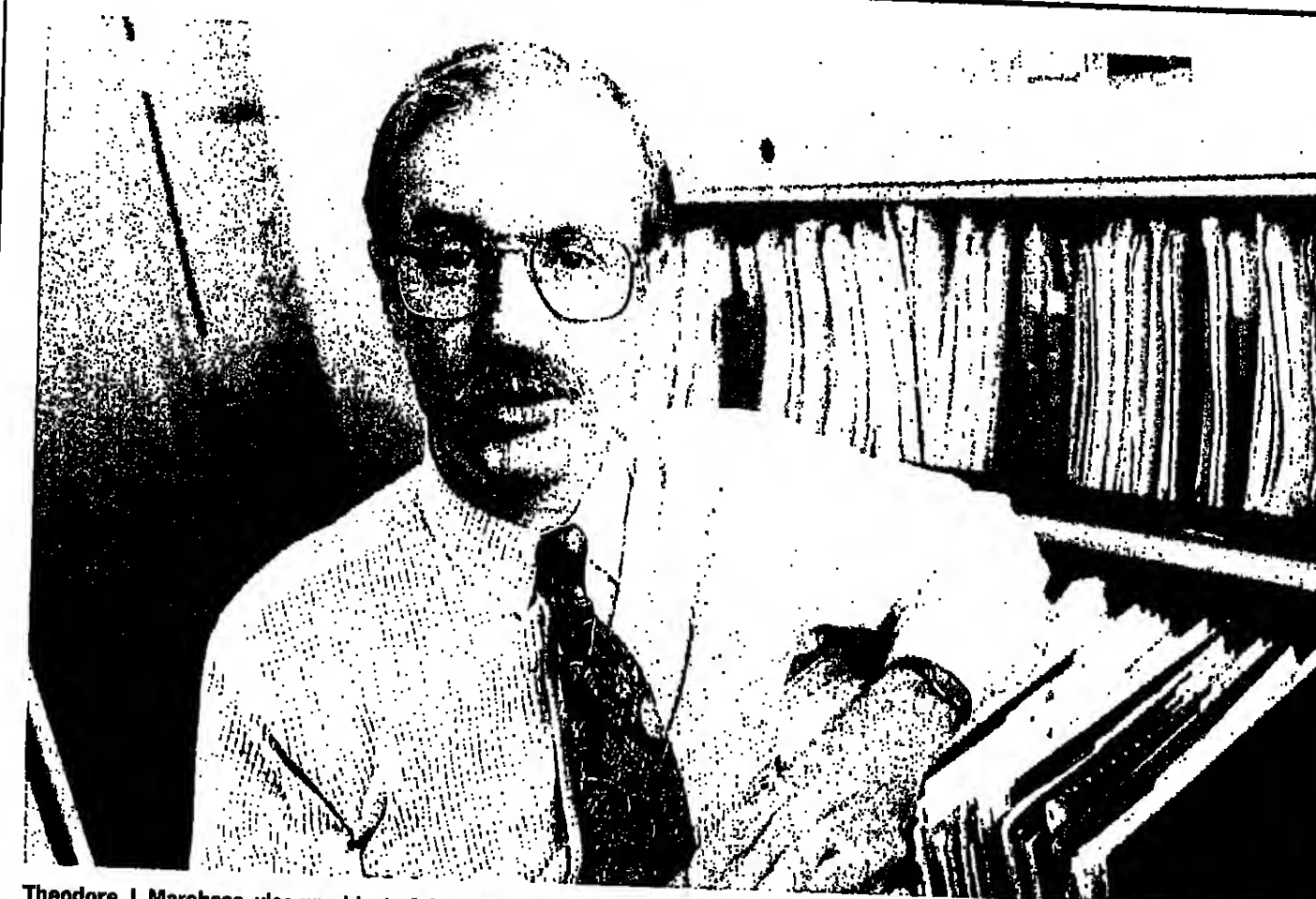


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## Personal &amp; Professional



Theodore J. Marchese, vice-president of the American Association for Higher Education: Regional accreditation ought to focus on what the public is complaining about—undergraduate education.

## Role of Accrediting Agencies Questioned Following Storm of Criticism and Debate

By COURTNEY LEATHERMAN

The mere mention of accreditation once caused the eyelids of many an academic and lawmaker to droop.

But over the past year, accreditation has been anything but a soporific issue. Accreditation has been fighting for its very existence—caught up in battles over such issues as diversity, student-loan defaults, and accountability. And it has attracted unprecedented attention and criticism.

"I've not seen this kind of attention—so broad and passionate—certainly in my 20 years in higher education," says Ray N. Kleff, president of Mesa State College.

Adds Stephen S. Weiner, executive director of the Western Association of Schools and Colleges: "Accreditation is going through significant transitions. I don't know how long it will take, but I certainly don't think this is just another cycle we're going through."

Indeed, many campus officials and accreditors believe the continuing debates may change the way people think about accreditation, and the way accreditors do business. Some accreditors, in the wake of so much criticism, have already taken steps to revise their practices.

Among the reasons accreditation is in the spotlight:

■ The Education Department cracked down on the practices of a regional accrediting agency that used racial diversity as a criterion for evaluation. Some accreditors worry that that action, involving the Middle States Association of Colleges and Schools, signaled the department's intention to exert more control over the criteria that regional groups use to accredit their member institutions.

■ The department is considering regula-

tions that would give federal officials the right to make unannounced inspections of agency offices and of accreditors' site visits to campuses. The regulations also could make it easier for new accrediting groups to be formed.

■ Congress has threatened to drop regional accreditation of an institution as a requirement for financial aid to its students, in exchange for increased state oversight of higher education. Although it appears that the link between accreditation status and financial aid will be restored to legislation extending the Higher Education Act, lawmakers are forcing accreditors to become more open in their practices and

pushing them to add more lay members to their commissions.

■ Specialized accrediting agencies, which assess individual academic programs ranging from acupuncture to architecture, have been criticized by some college presidents and program heads, who have threatened to sever their relations with some groups.

■ In a move that reflects dissent among members of the accreditation world, regional accreditors have threatened to pull out of the Council on Postsecondary Accreditation. They say the organization has done little until recently to explain accreditation to lawmakers or the public. Despite more aggressive efforts by the council's new president, Kenneth L. Perrin, some believe the group could collapse.

■ Some observers have suggested overhauling regional accreditation rather than scrapping it. Theodore J. Marchese, vice-president of the American Association for Higher Education, has called for the establishment of a body—similar to the Knight Commission on Intercollegiate Athletics—to review accreditation's mission and make recommendations for change.

### 'What Are Our Alternatives?'

While many in academe believe accreditors need to change the way they operate, some campus officials worry that changes could place new burdens on colleges at a time when money is tight.

Whatever the outcome of the debate, most observers in higher education believe that accreditors will remain in business. For all of the process's shortcomings, they believe the alternatives are much worse.

"In my view, regional accrediting asso-

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Ray N. Kleff of Mesa State College: "I've not seen this kind of attention—so broad and passionate—certainly in my 20 years in higher education."



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The Learning Society:  
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By Bernard R. Gifford, Ph.D.  
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Recently the International Society for Technology in Education asked me and Tom Wall, my counterpart at IBM, to give side-by-side interviews in their newsletter. As our companies' chief education officers, we were asked to envision the school of the future.

I couldn't help wondering whether Tom would be surprised at my answer.

I began by saying that in the year 2020, when I walk (or perhaps hobble) into a classroom, I hope I'll find books and blocks, globes and greenhouses, fish tanks and French horns. If I look very hard, I may also spot some very small, very smart computers.

After all, many forms of technology may coexist and complement one another as they continue to evolve. Even in the twenty-first century, I'm sure we won't use multimedia devices to teach children the number of days in a month, for example. We'll still teach them "Thirty days hath September, April, June, and November."

Tomorrow's teachers will exploit many educational technologies (including our oldest memory hoisters—meter and rhyme). That's not surprising. Even after the alphabet came to Greece, learning continued to take the form of conversation, as we know from the Socratic dialogues. When movable type came into use in sixteenth-century Europe, teachers didn't stop giving lectures.

The book is here to stay. After all, it's a very comforting and convenient form of expressing knowledge. I expect that in the year 2020, I'll still want one on my nightstand.

But print has very serious limitations:

**Print is static.** It can describe and illustrate mitosis, for example, but it can't animate the process of a chromosome dividing.

**It's linear.** It presents material in the same sequence, no matter what the reader's objectives, previous knowledge, or ability level might be.

**It's fixed in time.** Successful textbooks are typically revised on a three- to four-year schedule. It will be 1996 before some social studies texts get around to mentioning the disintegration of the USSR.

**The textbook has a limited ability to engage.** It's unisensory—a definite drawback in a world in which all of us (not just our media-crazed kids and students) receive much of our information in multisensory formats. And the textbook's attempts at interactivity—usually limited to questions at the end of the chapter—are primitive at best.

**And as a knowledge base, it's very thin.** If you want to know more about a subject, you can't get much further than a footnote and a bibliography.

That's why it's so important to add electronic media to the tools used in our classrooms. And believe me, we're trying. But the process isn't always as fast or smooth as we might like. The technology is always many steps ahead of the ability of schools and colleges to absorb and exploit it.

I'm not talking just about computers. It took 10 years to get the overhead projector from the bowling alley to the classroom. Chances are, the Bowlerama where your kids spend their Saturdays is still more sophisticated technologically than the classroom where they spend their Mondays.

In the past, industry people tended to blame the users. "Teachers aren't computer literate," they said. Other people argued, "Look at the test scores. Our kids aren't smart enough to make good use of computers."

But today, computer manufacturers are beginning to realize that it's time to stop blaming the users and to take another look at the machines. It's becoming clear that we humans are designed very well. In fact, we work effortlessly with computers all day long—automatic teller machines, entertainment systems, toasters, microwaves, VCRs and virtually any electronic device—as long as its interface is efficient enough to become virtually transparent.

**It's the machines that have to get smarter.** By smarter, I mean they must become more capable of interacting in ways that make sense to people. I mean more capable of manipulating knowledge—making it, analyzing it, recombining it, updating it—without lots of arcane instructions.

And that's happening. In the last decade we've come a fair distance by introducing computer-assisted instruction into many classrooms. Today we're moving rapidly toward a new era of educational technology. The next step—it's really a leap—is toward Mediated Learning Systems.

Mediated Learning Systems will link assessment with instruction on an hour-by-hour, or even a minute-by-minute, basis. All students need feedback and reinforcement, especially those with little experience with academic success. But the timing has to be right. You have to seize the "teachable" moment.

By taking advantage of modular design, the networked instructional system of tomorrow will allow this kind of just-in-time coaching—and to do so, it will make extensive use of multimedia.

Picture this: A student sitting at a workstation tries to solve a quadratic equation and gets it wrong. Within seconds, she is shown a three-minute video that takes her through the process of solving that equation or a similar one. Then she tries again.

This scenario isn't science fiction. By using local area networks, today's students who work at different computers can share access to digitized video presentations. And within two years, a workstation with these capabilities should be available at a reasonable price, supported by a wide variety of software.

We've got a ways to go before computers are an integral part of the classroom. But getting from here to there should be exhilarating.

## TECHNOLOGY UPDATE

- On-line service links education students with their campus
- Number of computer-science professors did not rise last year
- Computer shows link between melanin and ability to see light

The University of San Francisco is using a commercial on-line data-base service to allow students who do not live on the campus to communicate with each other and with their professors.

With the service, called America Online, students in the School of Education graduate program have begun sending messages, transferring files back and forth, and holding conferences, says William T. Garner, professor of education and director of the Center for Instruction and Technology.

Mr. Garner says the university toyed with the idea of setting up a traditional electronic bulletin board on its own campus network "to help maintain contact with this special population and give them a sense of belonging." However, such a bulletin board would be difficult to maintain and expensive for students who live far from the campus.

"We found that many students didn't want to incur long-distance charges to communicate," he says.

America Online, like many commercial services, gives users access to the network without long-distance telephone charges. Although students pay a monthly fee and access charges, says Mr. Garner, "it's still cheaper than paying long-distance fees."

For more information, contact William T. Garner, School of Education, University of San Francisco, San Francisco, Cal. 94117; (415) 666-6471; GARNER@ALM.ADMIN.USFCA.EDU.

Last year, for the first time in more than two decades, the total number of faculty members in departments that offer doctoral degrees in computer science did not increase, according to an annual survey by the Computer Research Association.

The survey found that 71 of the 137 degree-granting departments in the United States and Canada did not hire any professors last year. The report of the survey speculated that financial problems might be to blame. Or, since the field has matured over the last 20 years, further growth may be unnecessary.

The computer-science departments awarded 862 doctorates last year, an increase of 17 per cent over the previous year. Of those degrees, the survey said, 394 went to Americans, 50 to Canadians, and 384 to candidates from other countries. The nationalities of the remaining recipients were unknown.

Only 113, or 13 per cent, of the doctoral degrees were awarded to women. Nineteen went to Hispanics and seven to blacks.

The survey, which tracked 743 of the new doctorate holders, found that about 42 per cent remained in academe, 39 per cent found employment in industry, and 3 per cent went to work for the government.

For more information, contact Dorothy Marsh, administrative assistant, Computer Science Department, Upson Hall, Cornell University, Ithaca, N.Y. 14853-7501; (607) 255-2000.

By using a computer to study reactions to light intensity, a researcher at Boston College says he has discovered a link between the ability to see light and the pigment melanin.

Grant W. Balkema, an associate professor of biology, has tested animals and humans for light sensitivity. The tests are conducted by flashing progressively more powerful beams in front of a subject until the light is strong enough for the subject to see.

In mice, rats, and rabbits, he says, the tests use a fine wire linked to single cells in the brain, and results are gathered by a computer. In humans, subjects press a control pedal when they see the light.

In all tests, says Mr. Balkema, the computer measures responses, interpolates data, and does calculations, altering the testing conditions as subjects respond to the stimulus. "This is all happening so fast, it couldn't be done without a computer."

Mr. Balkema says his research indicates that creatures with more melanin have better night vision than creatures with less melanin, and that melanin may actually aid night vision in some previously unsuspected manner.

For more information, contact

Grant W. Balkema, Biology Department, Boston College, Chestnut Hill, Mass. 02167; (617) 552-8000.  
—DAVID L. WILSON

## Briefly Noted

■ Carnegie Mellon University has awarded the first six degrees in its new master's program in software engineering. The program was established in 1989 by the School of Computer Science and the Software Engineering Institute.

■ Students at Pace University may obtain their grades for the last three semesters over the telephone by using a new computerized voice-response system, "Dial a Grade." The system handled about 7,000 calls a day for a brief period last month at the end of the first semester.

■ The Public Historian, a quarterly journal of research and opinion on public history, has published a special issue on preservation technology. The 180-page publication is available to institutions for \$11.25 and to individuals for \$8 from the University of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720; (800) 822-657 or (510) 642-4262.

■ "The Computer and the Campus: An Interview With John Kemeny," a videotape made for EDUCOM's 1991 conference, is available for \$20 from Angela Kuzup, Computing Services, 6028 Kiewit Computation Center, Room 118, Dartmouth College, Hanover, N.H. 03755-3523; (603) 646-2643. Make checks payable to Dartmouth College.

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## Information Technology

## A Computer Keyboard for People With Disabilities Wins an Award

By DAVID L. WILSON

A computer keyboard has won first prize in a nationwide search conducted by the Johns Hopkins University for computer-based technologies to assist people with disabilities.

Arjan S. Khalsa, a former curriculum developer at the University of California at Berkeley, received the \$10,000 prize for his device, called the Unicorn Smart Keyboard. The judges, who selected the winner from among 30 finalists, announced the award here this month.

## 800 Contestants

The year-long competition drew entries from nearly 800 contestants from across the country. It was directed by Paul Hazan, assistant to the director for advanced computer technology at the Applied Physics Laboratory, and was supported in part by the National Science Foundation.

The university held a similar contest 10 years ago. "Many of the technologies recognized in the



Arjan S. Khalsa with his Unicorn Smart Keyboard: It won, he says, because it is inexpensive, flexible, and has business applications.

1981 search are in widespread use today," Mr. Hazan said. "We hope that this year's winners will also make a contribution to our society."

A panel of 20 judges, including educators, engineers, rehabilita-

tion specialists, and scientists, evaluated the 30 finalists and selected the winner.

The Unicorn keyboard is designed to be used in conjunction with a standard computer keyboard, said Mr. Khalsa, who is president of Unicorn Engineering Inc., a computer hardware- and software-design company in Richmond, Cal.

The flat keyboard has 576 sensors embedded in it. Plastic sheets, called overlays, with specially designed pictures or icons fit over the keyboard, which automatically

configures itself to adapt to the overlay.

One overlay has only large arrows that allow the user to move the cursor in any direction, an "escape" key, and a "return" key. "We discovered that those are all the commands needed to use many educational programs for learning-disabled children," said Mr. Khalsa. With the limited number of keys, those with disabilities can operate computers with fewer frustrations, as can very young children, he said.

Programmable keyboards are not new, said Mr. Khalsa, but the Unicorn is unusual in that each overlay automatically programs the keyboard.

## Some Business Applications

The system comes with six different types of overlays, each designed for use with a specific type of software. Custom overlays can be designed for specialized programs, he said.

The Unicorn won the competition, Mr. Khalsa speculated, because it meets the needs of many people with different kinds of disabilities. It has business applications as well, he said.

The device is relatively inexpensive. It sells for under \$400, while comparable systems sell for as much as \$1,500, and can be connected to almost any personal computer.

## Buying and Selling Presidential Futures

Continued From Page A17

same way as the Democratic market, except that each block has seven shares; the five Democratic candidates, "Rest of Field," and George Bush.

Shares in the Presidential market will be worthless after the Democratic convention except for those in the Democratic and Republican nominees.

After the election on November 3, the Presidential market will close and shares in each nominee will be paid out. Traders will receive \$1 times each candidate's percentage of the popular vote. Checks for total dividends plus the balance remaining in the cash account will be sent to the traders.

Unlike real stock markets, no fees are assessed for trading, and all the money invested will be returned, says Mr. Forsythe, who is chairman of the economics department. "It's just going to be redistributed," he says.

Expenses for the project are covered by research funds.

## 'A Better Predictor'

Mr. Forsythe and his colleagues, Forrest Nelson and George R. Neumann, both economics professors, and John Wright, a political-science professor, set up their first market in 1988 to study the Presidential election. Since then the group has also studied the 1990 Senate race in Iowa and elections in Denmark, Germany, the Netherlands, and Turkey.

Typically, Mr. Forsythe says, people have little incentive to participate in standard political polls, which take time and offer little in return. In addition, he says, polls are skewed by extraneous factors, making the results problematic.

"Sometimes people are just embarrassed to tell the truth," he says. For instance, many people did not tell pollsters that they supported David Duke in several political races in Louisiana, he says, be-

cause of his reputation as a racist. In other instances, he says, people who are offered a choice of several candidates, but who know nothing about any of them, may pick one at random to avoid appearing ignorant.

"We wanted to see if we could come up with a system that's a better predictor through the use of market principles," he says.

So far, the markets have been far more accurate than political polls, and less volatile, in predicting the outcomes of elections, says Mr. Wright, the political scientist. The markets also allow researchers to spot significant events as they occur during a campaign. Since polling data are not continuous, he says, it is frequently difficult to see turning points in political campaigns, a weakness the market overcomes by functioning all the time.

"The critical factor is that people are not trading on the basis of their preferences. They're trading on their belief about who's going to win and by what margin," he says. If shares of Mr. Clinton are selling at 45 cents, he explains, that means that traders give the Governor a 45-per-cent probability of capturing the nomination.

## 'A Wonderful Technique'

Undergraduates at Iowa are using the market this semester in a class called Voting Behavior and Elections. The students are spending most of their time studying the Democratic nomination campaign, but about a third of the coursework is devoted to principles of stock markets. Students can get credit for the course in either economics or political science.

"This is a wonderful teaching technique," Mr. Forsythe says. "It teaches people how a market works, and it gets a lot of business-oriented types following campaigns regularly."

—DAVID L. WILSON

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**Administrative systems.** "EZ Ledger, Version 2," for IBM PC and compatibles. Lets librarians and others keep records of budgeted items by code; automatically deducts total amount of order from the appropriate code and shows balance; \$129. Contact: Right On Programs, 755-D New York Avenue, Huntington, N.Y. 11743; (516) 424-7777.

**Algebra.** "Student Edition of DERIVE," for IBM PC and compatibles. Algebra program with graphical, numerical, and symbolic computational capabilities; lets students manipulate algebraic formulas for symbolic-equation solving, integration, differentiation, and power-series expansion and plot 2-D and 3-D functions or data lists; includes a student manual; \$50. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

**Biology.** "Gardens of Biology I: Energetics and Metabolism," for Apple Macintosh. Diagrams of biochemical pathways illustrate reactions of metabolism and interactions between the several metabolic compartments of a cell; includes information about thermodynamics, cell cycles, and the mechanics of evolution; \$29; quantity discounts available. Contact: Intellimation, Department GAPD, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Biology.** "Gardens of Biology II: Evolution," for Apple Macintosh. Lets students explore the relationships between organisms of many kinds, with emphasis on the history and mechanics of evolutionary change; gives information on the genetic basis for distinction among organisms; explores metabolic, ecological, and developmental interconnections; traces taxa of five kingdoms in their most likely systematic alignments, often to family level; \$29; quantity discounts available. Contact: Intellimation, Department GAPD, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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**Medicine.** "Cyanotic Premature Babies," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Includes five modules of case studies of premature infants who are in respiratory distress or cyanotic at delivery or soon after; lets medical students diagnose each infant's difficulty and manage its care until it is discharged from the intensive-care unit; \$650 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

**Psychiatry.** "The Psychiatric Interview: Module 1," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Includes behavioral-science students identify and recognize the three aspects of the initial psychiatric interview: types of question and response, types of non-verbal communication, and sequence and chronological structure; available as Unit 1 and members; \$1,300 each for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

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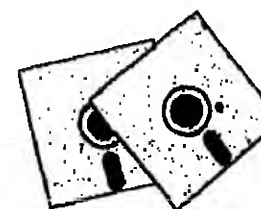
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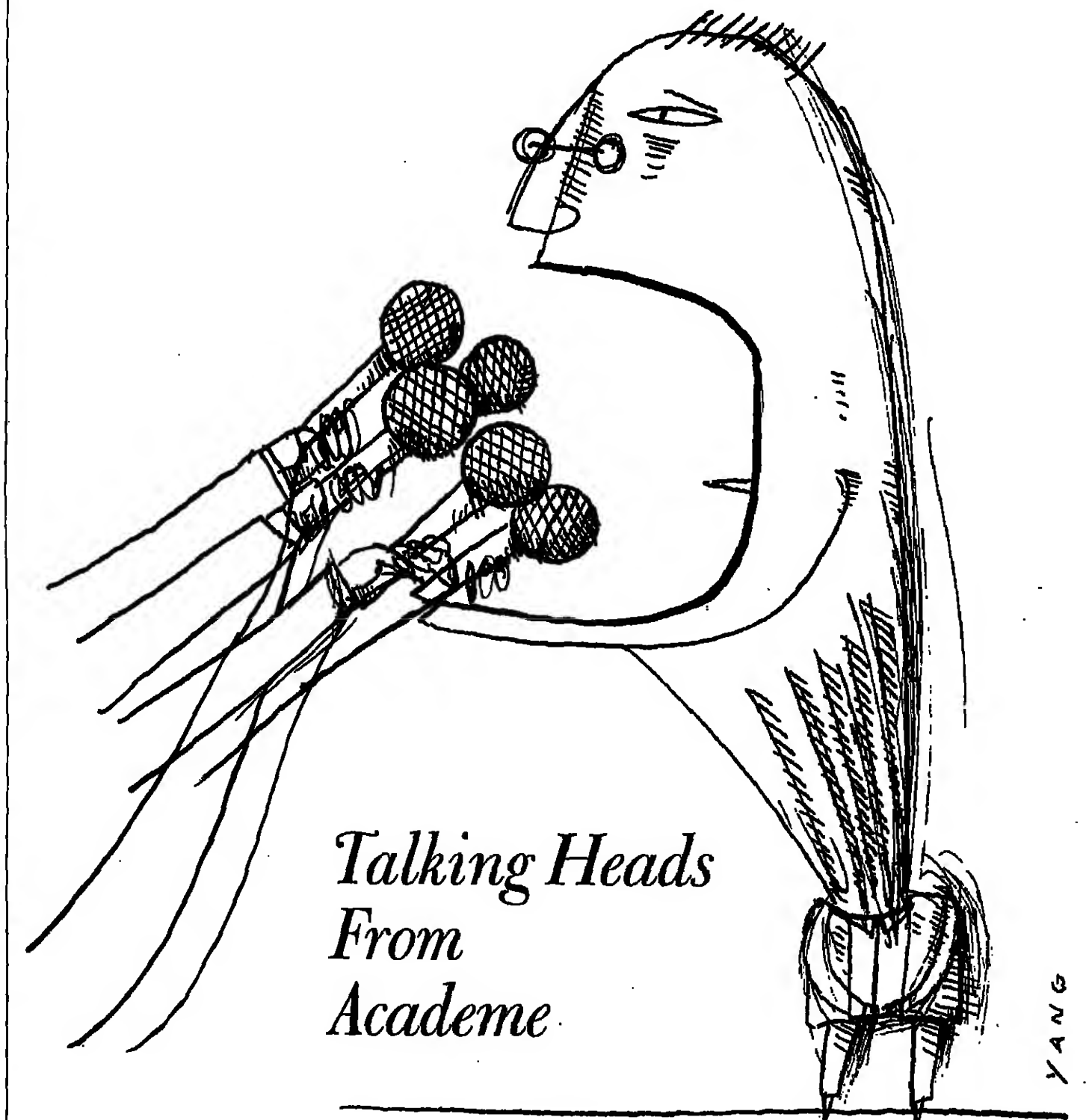
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## Section 2

February 19, 1992

Talking Heads  
From  
Academe

By Jerrold M. Post  
WITH THE RECENT first anniversary  
of the Persian Gulf war,  
enough time has elapsed for me  
to reflect usefully on my experiences as an  
academic expert who was frequently consulted  
by the news media during that conflict.  
As the Presidential campaign goes  
into high gear, the economy continues to  
be mired in recession, and the political  
landscape of the former Soviet Union  
changes with kaleidoscopic speed, news  
organizations will continue to look to academic  
experts to help make sense of these  
complicated developments. Perhaps my  
reflections on the complexity of the role of  
"media expert"—both its potential contributions  
and hazards—may be useful to other academics.

Shortly after Iraq invaded Kuwait, I was  
approached by a newspaper editor familiar  
with my background as founder and director  
of the U.S. government's Center for

the Analysis of Personality and Political  
Behavior. I had led an interdisciplinary  
team preparing political-psychology profiles  
of world leaders for the President and  
other senior officials, to assist them in  
summit meetings and international crises.  
The editor asked me to prepare a similar  
profile of Saddam Hussein to help the public  
understand the psychological influences  
on the Iraqi president's political behavior—how  
his traumatic background had shaped his  
political personality, attitudes, perceptions,  
and decision-making style.

The profile was picked up by the Cable  
News Network; that, in turn, led to a veritable  
flood of requests for interviews from  
newspapers, magazines, and radio and  
television stations both domestic and international.  
The deluge reflected the intense

interest in the personality and political behavior  
of Saddam Hussein, who was so  
powerfully determining world events and  
yet was largely unknown to the general public.

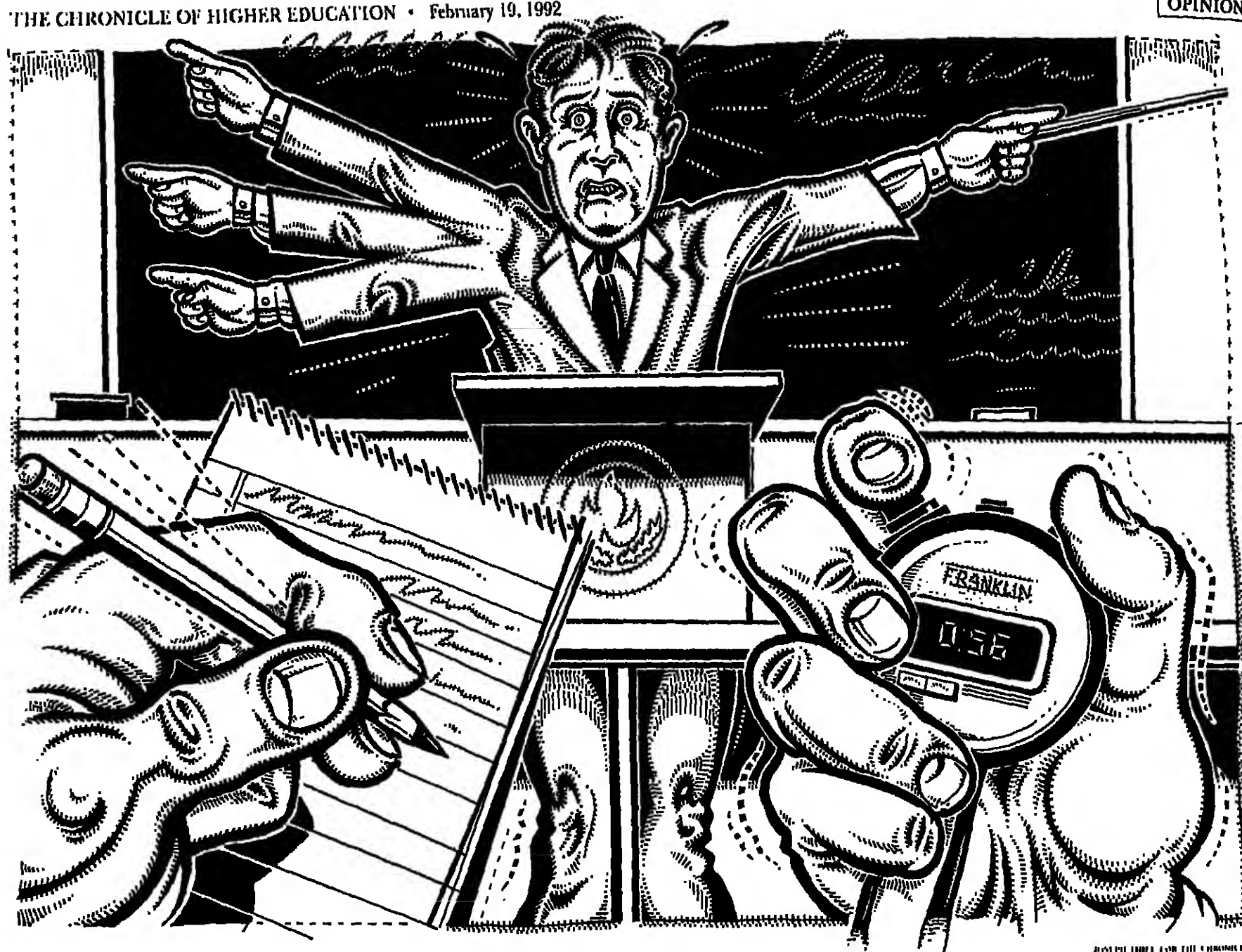
The media's appetite for insights into  
"what made Saddam tick" quickly became  
so insatiable that it threatened to  
overwhelm my research and teaching responsibilities  
at George Washington University. But then this was an unusual  
moment for political psychology, for a unique  
aspect of this crisis was the degree to which  
the perceptions and decisions of Saddam as a  
political actor dominated the course of events.

Saddam controlled Iraq to a remarkable  
degree, ruthlessly creating a climate of fear.  
As he was fond of saying, "Iraq is Saddam and  
Saddam is Iraq." Because of his dominance,  
policy designed

Continued on Page B3

OPINION





By Daniel T. Layzell

**S**TATE GOVERNMENTS provide substantial support for higher education every year—\$40 billion in fiscal 1991 alone, according to the National Conference of State Legislatures. That represented 13.5 per cent of states' spending from their general funds, a proportion second only to the 35.5 per cent spent on elementary and secondary education.

And although states finance some student-aid and other grant programs that assist both public and private institutions, the lion's share of states' spending on higher education goes to operate their public colleges and universities—about \$38.3 billion in fiscal 1991, according to a study by Research Associates of Washington.

Thus it is not surprising that at a time when many states' economies are troubled—and demands on their public-health and welfare programs are increasing dramatically as a result—the issue of faculty members' workloads at public colleges and universities is being examined anew. At least five states are actively looking into the issue.

As states explore ways to do more with less, policy makers are looking at all areas of state government for examples of non-productivity or low productivity. Given the fact that the real (inflation-adjusted) cost per student in public universities increased during the 1980's, policy makers already were concerned about whether students were getting a quality education for the money spent.

Despite recent moves by some institutions to increase their emphasis on teaching, many state legislators and policy makers believe that faculty members at public

## Tight Budgets Demand Studies of Faculty Productivity

colleges and universities care little about undergraduate education, especially education at the freshman and sophomore levels. Faculty members are viewed as being more concerned with graduate education and their research, publication, and other professional activities.

The use of graduate assistants to teach many sections of lower-division courses has done little to reduce this perception. Although this may happen most frequently at the major public research universities, which typically enroll large numbers of undergraduates, the stigma attaches somewhat to all public higher education.

**O**F COURSE, when legislators start looking at how faculty members spend their time, faculty members and administrators react defensively, raising concerns about "institutional autonomy" and the need for state leaders to "recognize differences in institutional missions."

Their underlying concern, however, is whether studies of faculty members' productivity will lead to budget cuts. Policy makers' interest in faculty workloads is believed to be the greatest when states' fiscal constraints are the tightest.

Studies of faculty workloads are not new. In a 1984 monograph, *Faculty Workload: Research, Theory and Interpretation*, Harold Yuker notes that the first study of faculty workloads occurred in

1919. Since that time several studies of the issue have been undertaken by individual researchers, institutions, state boards of higher education, and state governments. Interestingly, the overall results of these studies have varied little over time.

In general, full-time faculty members are found to work 50 to 65 hours a week, with approximately half of their time devoted to instructional activities such as preparing for classes, grading papers, and administering tests. A recent report by the National Center for Education Statistics, "Profiles of Faculty in Higher Education Institutions, 1988," indicates that in fall 1987, full-time faculty members at all institutions worked an average of 53 hours a week and spent 56 per cent of their time in instructional activities.

In past years, some states have developed statutory requirements regarding faculty members' teaching loads at public institutions. Florida, for example, has a statute that requires full-time, state-university faculty members whose salaries come wholly from state funds to teach a minimum of 12 "classroom contact" hours a week. Legislation enacted in New Mexico in 1990 requires each of the state's public colleges and universities to submit an "annual report card" that must include, among other things, the percentage of lower-division courses taught by full professors and the number of hours, per student, that faculty members spend advising stu-

dents each semester. Both of these examples reflect state policy makers' perception that faculty members should spend more time in instructional activities.

Given that states' fiscal pressures are not likely to abate anytime soon, concerns over faculty workloads probably will be present throughout most of the 1990's. Although mandatory provisions may not be the best way to deal with the issues of undergraduate education or faculty productivity, fiscal pressures and frustration among state policy makers over a perceived lack of concern with quality education make statutory requirements a realistic possibility for more states in years to come.

**F**ACED WITH TIGHT FINANCES, state governments are concerned with achieving the highest quality "outcomes" possible in the main areas of faculty activity, that is, instruction, research, and public service. An analysis of faculty workload is the logical starting point in assessing productivity and effectiveness.

So what does this mean for public higher education? A rash of student contact-hour studies or workload analyses that show that faculty members work an average of 50 to 65 hours a week? Or mandated workloads for faculty members? This could be the case, if past history serves as a model. However, the current situation could present the opportunity to both state policy makers and higher-education leaders to examine in a more fundamental way how the business of higher education is conducted. We need to take what is known about faculty workload and determine if there is a more effective and

## OPINION

efficient way to operate our colleges and universities.

American higher education, both public and private, is at a financial watershed. The real cost per student continues to rise, the value of state and federal funding is declining, and tuition has increased faster than inflation for the past several years to compensate, presenting financial barriers to increasing numbers of students.

**P**OLICY MAKERS and the general public increasingly view colleges and universities as organizations with infinite desires in a world of finite resources. A lengthy "wish list" is not necessarily bad in and of itself; there are always more useful things to be done. Unfortunately, higher education can no longer afford to be all things to all people. Some public colleges want to add new programs and expand existing ones without making comparable reductions in other areas of their operating budgets.

The current fiscal and political realities suggest that higher education needs to reevaluate its priorities. Specifically, public colleges and universities need to set institutional priorities and make value judgments about specific academic programs, reallocating resources to invigorate the higher-quality, higher-priority programs. This is the heart of the increasingly popular concept of "growth by substitution."

Of course, this requires a somewhat pointed institutional self-assessment. Institutions need to examine, for example, whether faculty members are spending their time on activities that coincide with institutional priorities or whether some faculty members might be more effective in programs other than their current assignments. Although these questions may anger some, the answers provide a basis for dealing with productivity issues in a time of tight budgets, while addressing the need for quality.

The autonomy of public higher education is an important tradition that should be maintained. However, because of the substantial investment that states have made in their public colleges and universities, policy makers have the right and responsibility to know, among other things, how faculty members at state institutions spend their time and to demand efficiency and effectiveness in all areas of colleges' operations. This includes the opportunity to provide advice to public colleges and universities on their missions, priorities, and future objectives. Such a role need not mean micromanagement by states of their systems of higher education.

Colleges may be able to negotiate more flexibility in allocating state appropriations, freeing themselves from some bureaucratic restrictions, with the understanding that states will have specific expectations and will closely monitor promised improvements.

Pacing continued pressures to be more productive and effective, colleges and universities should be looking for creative solutions to address such concerns. Documenting adequate productivity and quality in teaching, research, and public service—and establishing bases for measurement and evaluation—are gargantuan tasks that will require much cooperation and patience from college administrators and faculty members, as well as from state-government officials. But the task must be undertaken, and understanding the dynamics of faculty workload is the first step in this long process.

Daniel T. Layzell is a research and fiscal analyst for the Arizona Joint Legislative Budget Committee.

## Talking Heads From Academe: Avoiding Pitfalls

Continued From Page B1

to counter Iraqi aggression required clear understanding of the likely reactions of this strongman. But the misperceptions concerning "the madman of the Middle East" were so widespread that I determined, in consultation with university officials, that it was important for me to be fully responsive to media inquiries so that I might play a clarifying role.

If the media preoccupation with the persona of Saddam felt like an insatiable hunger after the invasion, it became a virtual feeding frenzy after the air war began. When the bombardment of Iraq started on January 16, 1991, the major television networks suspended conventional programming and went to full-time coverage of the war. Millions of citizens were glued to their television sets for this first war covered "live." The full-time coverage led to a quantum leap in the need for academic experts. Because the little-known Saddam seemed to have the world by the throat, the ability to communicate useful insights about him was highly prized. During the course of the crisis, I was to give more than 200 interviews to journalists from the electronic and print media.

On the afternoon of January 16, I was lecturing to my class in political psychology on the topic "When Personality Affects Political Behavior." Near the end of the class, I discarded my lecture notes, telling the class that I was convinced that by the next time we met, we would be at war. The best way I know to illustrate the subject under discussion, I said, was to present my profile of Saddam Hussein. Ironically, that was about the same time the bombs began to fall on Baghdad. The class was interrupted soon by a call from NBC. Ultimately, I would do a dozen radio and television interviews that night and the next day.

**I** RECALL sitting in the NBC studio that evening with a group of commentators whom I would get to know well during the crisis. What is the collective noun, I wondered, for a group of media experts? A babel of talking heads? A pontification of pundits? A pomposity of experts? I saw the assignments editor frantically dialing a telephone to recruit another expert for what promised to be a long night.

"Calling another talking head?" I asked. "Here at NBC we refer to this exercise as Dialing for Demagogues," she replied.

The difficulties that academic experts face in not sounding simplistic and in avoiding trivial and facile generalizations in media interviews are considerable. The problems arise, for the most part, from time constraints. One cannot provide a complex analysis in a series of 28-second sound bites. But responsible, and I emphasize "responsible," journalists wish to get the most from their academic experts.

Before broadcast interviews, there will usually be a pre-interview with the academic expert. If one is not scheduled, the scholar can and should suggest one. In the pre-interview, the academic should actively assist the interviewer or production staff in preparing for the interview. I learned to interview the interviewer to ascertain which aspects of Saddam were of particular concern given the political events of the moment, and to suggest a line of questioning that would elicit the relevant analysis.

Moreover, the scope of the interview and some ground rules should be carefully

delineated. Thus, several times I informed a production staff that I would be glad to discuss any aspect of Saddam's political persona and decision making, but that I did not want to discuss President Bush's psychology and decision-making style. Instead I would suggest a colleague who had studied the Presidency, saying he could provide that type of analysis.

Not all of the journalists whom I encountered were responsible, however. Some actively tried to force extreme words into my mouth to make a dramatic story. Others would take a remark out of context, distorting its meaning. One particularly egregious example involved Iraq's taking female U.S. prisoners of war. There was widespread concern that they would be tortured and abused by the Iraqis, as the male POW's had been.

Interviewed on this topic by a national newspaper, I indicated that the fears were probably unfounded. I said that while Saddam seemed to be sticking his thumb in the eye of the civilized world with his maltreatment of the POW's, manifestly violating the Geneva convention on treatment of prisoners, I also observed that he cherished his reputation for being a leader in the Arab

"What is the collective noun, I wondered, for a group of media experts? A pontification of pundits? A pomposity of experts?"

world in championing the treatment of women and in improving their status. He had quoted passages from the Koran on numerous occasions about the requirement to treat women with respect. What appeared in the newspaper article? "Saddam Hussein sticks thumb in the eye of the civilized world with his maltreatment of POW's," according to George Washington psychiatrist who has developed a profile of Saddam Hussein.

What does one do with such manifest distortion? I was not only outraged but deeply concerned that the family and friends of the woman captives would be deeply—and unnecessarily—disturbed by the story. I telephoned the editor of the newspaper and expressed my outrage. I was informed—sheepishly—that my "sticking his thumb in the eye of the civilized world" language made for a "good visual sound bite" and that in the editorial haste of the moment, the reversal of meaning had escaped them. I told the editor that I would no longer be available for interviews by that newspaper, a feeble response to be sure.

Throughout my dealings with the news media, I felt that it was particularly important to debunk the notion that Saddam was irrational. In fact, he is a judicious political calculator who is by no means irrational, although dangerous to the extreme. While he rationally calculates, he often miscalculates, both because of his narrow cultural perspective and his sycophantic circle of advisers who are afraid, for good reason, to constructively criticize his plans. In my profile and subsequent interviews, I described Saddam as the quintessential survivor; he had a pattern of reversing himself when his course was counterproductive, but only if he could preserve his power base and his honor.

I experienced several unexpected consequences of the media appearances, for which other academics who become involved in commenting on controversial topics should be prepared. To my sur-

prise—and acute discomfort—shortly after my television interviews, I began to receive hate mail, some of it threatening. As Saddam achieved heroic status among the Palestinians, an unflattering psychological portrait of Saddam was seen by some as an attack on Palestinian nationalism.

**A**N UNEXPECTED, but positive, aspect of the widespread media attention was the opportunity that it provided to influence the debate among Washington policy makers and to contribute to senior government officials' understanding of the complexities of the personality and political behavior of the Iraqi president. For example, my news-media interviews led Congressional staff members to invite me to present my profile of Saddam at hearings on the Gulf crisis. Unlike the restricted "sound bite" windows of television, this allowed me to present a nuanced analysis and address the complexity of Saddam's personality, as well as to answer specific questions from members of the House Armed Services and House Foreign Affairs Committees.

Further, a senior Department of Defense official who had heard me interviewed on National Public Radio's "Weekend Edition" invited me to meet with his senior Middle East analysts, who were attempting to project the future course of the conflict and Saddam's likely responses. I thought it was ironic that the consultation was sought not because of my 21 years of experience developing such analyses for the U.S. government, but because of some interesting comments in a radio interview. On a number of other occasions, my views were sought by officials and analysts at the State and Defense Departments.

Thus, regardless of the pitfalls, academics should remember that the media have a continuing effect on government officials and provide opportunities to influence policy making. The Cable News Network, for example, is regularly monitored in government offices and is often the first source of news during a crisis; it also is monitored by the major networks. Despite the heady opportunity that might be provided by interviews in the news media, academics must remember how important it is not to offer commentary beyond their areas of expertise.

But if one avoids these temptations, important contributions can be made. In enhancing public understanding and, possibly, in influencing the policy debate. A particularly wide gap exists between academe and government officials who determine national-security policy: scholars regularly lament their inability to penetrate the classified curtain and provide useful consultation. While that barrier assuredly exists, the media do provide an indirect channel to policy makers, which may in turn become a direct channel.

This principle extends beyond matters of national-security policy. By reframing questions and offering a different perspective in interviews with the news media, scholars from many disciplines may be able not only to educate the general public but also to generate opportunities to contribute to government policy making. But sound opportunities to contribute can develop only if scholars avoid facile generalizations and work closely with journalists to insure that they can make appropriate and thoughtful contributions, not simply provide quotes useful for "sound bites."

Jerrold M. Post is director of the Political Psychology Program at George Washington University, where he is professor of psychiatry, political psychology, and international affairs.



## LETTERS TO THE EDITOR

## The Quarrel Over Feminist Philosophy Continues

## TO THE EDITOR:

I was quite astonished by the portrait of myself that emerges from Scott Janschik's January 15 article on Christina Hoff Sommers ("Philosophy Professor Portrays Her Feminist Colleagues as Out of Touch and 'Relentlessly Hostile to the Family'" and "Row Over an Unpublished Article Illustrates the Enmity in the 'Political Correctness War'"). I've been caught in not one but three distorting mirrors, to wit:

Distortion No. 1. Mr. Janschik gives a distorted account of my correspondence with *The Atlantic* in regard to Sommers; moreover, he comes close to slandering me by suggesting that I lied when asked about this correspondence. Here is the truth: Two years or so ago, when I learned that Sommers was being considered or had been commissioned (I wasn't sure which) to write an article for *The Atlantic* on academic feminism, I wrote to a William Whitworth, listed as the editor, objecting to this choice. The gist of this letter, though expressed in a more formal and restrained way, was this: Asking Sommers to write a piece on academic feminism was like sending a goat to guard cabbages. I charged Sommers (and charge her still) with a refusal to engage the arguments of those with whom she disagrees. I charged then (and have only been confirmed in my belief since) that she ignores the most elementary protocols of philosophical disputation: These I understand to be (a) the accurate rendering of the arguments one wishes to attack; (b) the pinpointing of the flaws in these arguments, if flaws there are; and (c) which is optional, the offering up of counterarguments of one's own.

Now Sommers does none of this; she has mastered a style of rhetoric which relies not on rational argument or on presentation of counterargument, but on ridicule, quotation out of context, and gross distortion or oversimplification. I told *The Atlantic* that her style resembled more *The Dartmouth Review* than *The Journal of Philosophy*, moreover that her aim was not to engage in good-faith philosophical disputation but to discredit the entire field, this in line with the general backlash strategy of the National Association of Scholars.

Shortly after I sent this letter, I was called by, I believe, Mr. Whitworth. He questioned me closely about my reading of Sommers's intentions and asked me a number of

inclusive questions about feminist philosophy in particular and feminist theory in general. I was invited to continue the correspondence. On June 25, 1990, I wrote a second letter. Your reporter, who is anxious to pinpoint disparities between what he claims I said to him and what I wrote to *The Atlantic*, omits all mention of my second letter. I quote verbatim from this letter: "I greatly admired your pro-and-con piece on abortion in the April 1990 issue of *The Atlantic*. Given the extreme contentiousness of Sommers's attacks on other thinkers, a presentation of both sides of this debate might be appropriate."

Most readers of *The Atlantic* are not in a position to examine primary sources in intellectual controversies; they read *The Atlantic* because they trust it to present them with balanced and accurate accounts of such controversies. Now, in my view, Professor Sommers is not qualified to present these readers with a balanced view of academic feminism, hence the implication of the first letter: Find someone else. But another way of achieving balance is to let someone out in left field (right field?) have her say and then to let those she attacks have theirs: hence the second letter. Both letters had the same objective, namely, to urge an important shaper of American public opinion to do justice to one of the most complex, vital, and challenging intellectual movements of our time.

Distortion No. 2. I offer in evidence an example of the way in which Sommers distorts the views of those she wants to discredit. In a piece that appeared recently in *The Journal of Social Philosophy*, Vol. XXII, No. 1, Spring 1991, Sommers goes after—for the first time—me. She cites from my essay "Feminine Masculinity and the Politics of Personal Transformation" (in my *Femininity and Domination: Studies in the Phenomenology of Oppression*, 1990) what, in context, even a simpleton can see is a joke. I say, "A thorough overhaul of desire is clearly on the feminist agenda: the fantasy that we are overwhelmed by Rhet Butler should be traded in for one in which we seize state power and educate him." The humor arises from the juxtaposition of the high-campiness of *Gone With the Wind* with the moribund rhetoric of Marxism-Leninism. Sommers takes my joke to be the articulation of a serious political project. By the end of her

essay, in total deadpan, she has me plotting to seize state power and establish "Institutions for managing desire" (Page 16)—galags, presumably, for the hard-core readers of Harlequin romances.

Now this is not some small distortion of what I actually wrote; it is its exact opposite. The whole point of my essay is precisely to condemn calls for a "politically correct" sexuality. The joke appears early in the paper. In my conclusion, I say, "Sexual desire may seize and hold the mind with the force of an obsession, even while we remain ignorant of its origin and meaning. Arbitrary and imperious, desire repels not only rational attempts to explain it but all too often the efforts of rational individuals to resist it" (Page 60). Later I say, "To preach . . . a feminist code of sexual correctness would be a futility—and a cruelty" (Page 61). Elsewhere, I discuss the potential social divisiveness of the idea of sexual "correctness." I hope that any reader who wants to get at the truth of these charges and countercharges will read what I wrote and then read what Sommers says I wrote. Sommers's misreading I can only take to be a resolute attempt to portray me as a commissar.

It is important for the readers of *The Chronicle* to understand why this quarrel among philosophers has become so bitter and why it is not being played out in places where philosophers usually quarrel, but in the mass media. The anger that Sommers provokes is not due to the fact that she holds different opinions than do philosophers of feminism. Many people reject our ideas. Moreover, anyone who has been around academia for any length of time knows how rare it is for philosophers to agree on anything! Listen: Disputation is mother's milk to us. The game is a tough one; Sommers provokes because she doesn't play the game by the rules. Playing the game—entering the rough-and-tumble world of feminist disputation (Sommers claims to be a feminist!)—is one thing; the deliberate attempt to bring the entire enterprise into disrepute is another. The difference is clear to me; I hope it will be to others as well.

Distortion No. 3. *The Chronicle* quotes C. Michael Curtis from *The Atlantic* (whatever happened to Mr. Whitworth?) as saying that my letter seems "to confirm some of the darker aspects of Ms. Sommers's article,



"No. These are for two different courses. Political Science 201 explains how the government manipulates the media. Journalism 201 explains how the media manipulate the public."

which pointed out the extraordinary lengths some of these women were prepared to go to shape all discussion in which they had an interest." Mr. Curtis appears to have lost all sense of proportion. "Extraordinary lengths"—did I place a bomb under his desk? Attempt blackmail? Did I give his name to Thelma? Or to Louise? Extraordinary lengths indeed! I wrote a letter, right, a letter (actually two letters, but it suits his purposes to ignore the second). I have no power to censor *The Atlantic*. I would not want to live in a society where anyone had such power. Mr. Curtis or Mr. Whitworth were free to check out my charges against other professional estimates of Sommers's style, professional ability, and intentions. They were free at any time to throw my letters into the wastebasket. What is extraordinary about this, from my point of view, is *The Atlantic's* lack of gratitude for my attempts to keep Christina Sommers from pulling the wool over the eyes of its readers.

SANDRA LEE BARTKY  
Associate Professor of Philosophy  
University of Illinois at Chicago  
Chicago

## TO THE EDITOR:

In her criticism of Christina Hoff Sommers's critique of feminism, Alison M. Jagger calls Sommers "parasitic." She is sniping from the sidelines, taking things out of context, and attacking people. She doesn't have any positive views to put forward." Sandra Lee Bartky claims that Sommers is "allied with the National Association of Scholars and she shares their agenda, which is to do away with women's studies, black studies, multiculturalism, etc."

Comments such as these simply underscore Sommers's contention that many academic feminists, either when confronted with logical argument or asked in a public setting to intellectually defend their bizarre views, resort to *ad feminem* attacks. These attacks, far from dismantling Sommers's arguments, merely assault her character.

This must be particularly embarrassing for those academic feminists who happen to be philosophers, since they ought to know better. That is, they have studied logic on the graduate level, and they know that personal attacks and name calling are fallacious forms of argument that have no place in academic debate.

In attacking Sommers in this way, they have set back women's progress by perpetuating the false stereotype that men are logical whereas women are emotional.

FRANCIS J. BECKWITH  
Lecturer in Philosophy  
University of Nevada at Las Vegas  
Las Vegas

## TO THE EDITOR:

As an academic feminist teaching literature at the University of Oregon, I too am sometimes frustrated by the separatist-toned voices of some radical feminists. However, I am equally—perhaps more—disturbed by the radically anti-feminist voice of Christina Hoff Sommers.

In my view, she does feminism a great disservice, particularly when one considers that feminist philosophy is a wide field. . . . And I am offended by Ms. Sommers's assertions that "gender feminists" (whoever they may be, this terminology implies "all" to many readers) wish to "abolish the traditional family"; have "taken over women's studies departments"; are a "powerful cult" (terminology that inspires visions of Maoists and esoteric rituals); and are "the establishment in higher education today."

Most of the feminists I know in academe have families; appreciate sympathetic, intelligent people of both sexes; are obstructed in their scholarship because women's studies departments are often underfunded and devalued within the academy; and are many, many leagues from the higher part of the "establishment" in higher education. In fact, most feminists are exploring ways in which the "establishment" may be examined, questioned, and modified to help insure greater equality and tolerance for the myriad voices that compose our intellectual heritage.

Ms. Sommers says of her critics, "Instead of making a good-faith effort to respond to my arguments, they resort to name-calling." Perhaps she should examine the cracks in her own glass house.

DELIA CATON FISHER  
Professor of English  
University of Oregon  
Eugene, Ore.

## TO THE EDITOR:

Concerning the article on Christina Hoff Sommers, Sandra O. Harding is quoted as saying of Ms. Sommers's

## OPINION

## OPINION

writing, "This has a chilling effect on young scholars when they can expect that leading opinion journals will ridicule people's scholarly work." Does this mean that these scholars will be inhibited from making outrageous statements or publishing political manifestos under the guise of scholarship? That they will have to write carefully in order to avoid the risk of being misconstrued or ridiculed? Sounds good to me.

PETER WOLFE  
Professor of Mathematics  
University of Maryland at College Park  
College Park, Md.

## TO THE EDITOR:

In your recent article on Christina Hoff Sommers and her criticism of some feminist scholarship, one point stood out as particularly ironic. Your article mentions that a number of Sommers's critics describe her as "dangerous" and urge that "news-papers should not print her opinion pieces or write stories on her." Such sentiments would only seem to confirm Sommers's assertion that many feminist scholars are intolerant of those who would challenge their perspectives. Even more troubling, calls to limit Sommers's contributions to the public dialogue directly contradict the view of most scholars that free and open discussion of ideas is crucial to the advancement of knowledge.

DOUGLAS GAERTE  
Head of the Department  
of Communication  
Houghton College  
Houghton, N.Y.

Poverty is no excuse  
for criminal behavior

## TO THE EDITOR:

I read with great interest Herbert J. Gans's recent Point of View column, "Fighting the Blues Embedded in Social Concepts of the Poor" (January 8). Several of Mr. Gans's points are well taken. Indeed, this nation's

policy makers often avoid dealing with poverty by "blaming the victim." Unfortunately, in his effort to persuade us that being poor does not necessarily make one undeserving of assistance, Mr. Gans veers to the opposite extreme, stating, in effect, that the aberrant behavior of many of the poor is merely a result of the stresses of dealing with poverty. This, as I see it, is nothing but an attempt to render the victim blameless. The fact that not all persons reared in poverty drop out of school, become unwed mothers, engage in mugging, robbery, or other criminal activities, or consume drugs or alcohol demonstrates that there is an important element of individual choice involved in one's response to poverty.

If, as Mr. Gans states, the poor do "want to be in the middle class as everyone else," many of them must first recognize that the above behaviors do not constitute an acceptable response to poverty in the eyes of many. Certainly, as Mr. Gans indicates, an effective way of eliminating "poverty-related behavior" would be to eliminate poverty. I would argue, however, that the public support necessary to do so will not materialize until there is a substantial reduction in poverty-related behavior.

JOSEPH B. JOHNSON  
President  
Tulane College  
Tulane, La.

## MÉLANGE

The Canon and New Voices; Cultural Differences  
of the Japanese; Words in Poetry and Sculpture

THE CANON SHOULD BE SHAPED by the necessity of joining worlds and cultures and should have us learn how to live more fully and intelligently upon this earth. It should never compromise those great works which have stood the test of time and generations. At the same time, it should be ever receptive to new voices, new ways of seeing the world, new visions of humankind, new directions to global understanding.

Some among us of all races, creeds, colors, and religions have known passionately how to dream, to feel, to think, to discover. This knowledge we must teach. These concerns must dictate the color of our reading lists.

Huel D. Perkins, executive assistant to the chancellor and professor emeritus of the humanities at Louisiana State University, in the winter issue of *Cultural Vistas*, the publication of the Louisiana Endowment for the Humanities

THE JAPANESE are completely isolated by water from others. Thus, throughout history, we have remained virtually homogeneous and independent. We have refined our own culture but have never had to live side by side and interact with other cultures.

Very few Japanese understand just how different we are culturally from the rest of the world. And that is why so few can conceive of sacrific-

ing some of our interests to gain harmony with others. Undoubtedly, this is the root of many of our problems today, and it is why Japan has been accused of not playing a responsible role in the world.

Akin Morita, chairman of Sony Corporation, in the winter 1992 issue of *New Perspectives Quarterly*

I WENT TO Black Mountain College where I confronted a lot of poets. We were required to do considerable reading there, and I'd find a word I liked because of the way the letters formed around it, and I'd write it down. Then I'd put some of these words together. It was one of my first moves as a poet.

As a sculptor I began keeping lists of words that caught my eyes, words that looked good, with a lot of p's or o's, or made puns. Recently an assistant, as part of her job, would collect words for me. She'd write them down, put them in a book. But, always, I'm the final editor. I also have a big box of cards with a word on each. I offer you the box and you select two or three cards. We get a title. *C'est What, Disguise the Limit, Rococo Gigolo, Debonaire Apache, Tomato Poodle* are all titles from the book or box of cards that I've, perhaps, changed and rearranged.

I like certain words together regardless of meaning.

John Chamberlain, sculptor, in the February issue of *ARTnews*

Only this, not "exposés on the myth of the underserving poor," will change the public perception of the poor as morally deficient.

MARK L. DIEHL  
Staff Scientist, Chemistry Division  
Argonne National Laboratory  
Argonne, Ill.

Black colleges  
and the role of NAFEO

## TO THE EDITOR:

After reading your article of January 15, "Black-College Presidents Plan a 'Summit' Amid Displeasure With Lobbying Group," you give the distinct impression that there is a group of presidents who are dissatisfied with the National Association for Equal Opportunity in Higher Education and its president, Samuel L. Myers.

After serving as a college president for 15 years, and as a former chairman of NAFEO, I find your article disturbing and irresponsible as written. However, I should have been aware of this type of journalistic behavior that exists as it relates to black colleges in America.

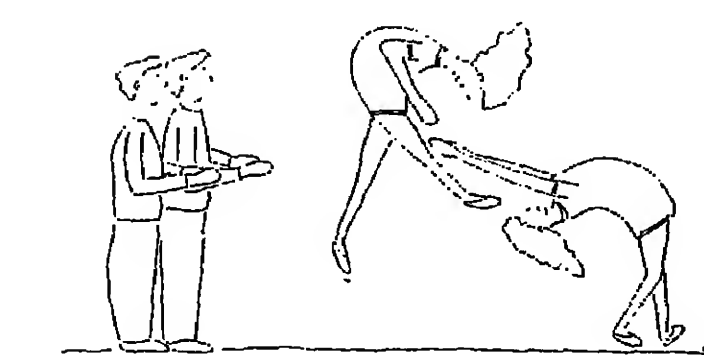
As I said to you in the interview, I will not participate in the destruction of NAFEO, nor the destruction of one of the most courageous and dedicated black educators in this country. It will not happen because we the black college presidents will not allow it to happen.

While it is quite obvious you will not retract what you have written, please do not waste your time, and money of *The Chronicle of Higher Education*, by calling me again.

JOSEPH B. JOHNSON  
President  
Tulane College  
Tulane, La.

## TO THE EDITOR:

I write to express my deep concern regarding the inferences presented in



THE FRESHMEN IN ENGLISH 103 ARE STUNNED BY THE CREATIVITY OF THE GRONTE SISTERS

the article, "Black-College Presidents Plan a 'Summit' Amid Displeasure With Lobbying Group."

Scott Janschik called me about the "summit," a concept that has been in discussion for more than a year. I explained my thoughts about its prospects, but this gathering proposed had no relationship whatsoever to NAFEO or Samuel L. Myers.

My reason for being disturbed with the headline of the January 15 article is that there is no reason whatsoever to link the two matters. The proposed discussion on a summit was designed to secure input from presidents and chancellors on educational-policy issues facing African Americans and how the historic contributions of historically black colleges and universities could be broadened and supported.

There was no semblance of a plan to discuss associational matters, and in no way was Dr. Myers a subject. We expected his support and involvement, if the idea proved to be desirable. . . .

I am appalled that *The Chronicle* would print a story with implications so far removed from the facts. I was present when the summit was proposed a year ago, and I know for a fact that there is no connection between the NAFEO/ACE issue and the proposed "summit."

For the sake of fairness and in due respect for all of the parties concerned, particularly Sam Myers, the record should be cleared. Any NAFEO matters are appropriately addressed by its board and membership. I would not be a party to any outside event or agency which would purport to meddle into NAFEO's internal affairs.

NORMAN C. FRANCIS  
President  
Xavier University of Louisiana  
New Orleans

Revisionist exhibition  
was overly didactic

## TO THE EDITOR:

In his essay on revisionism, art history, and museums ("Revisionism Has Transformed Art History, but Not Museums," *Opinion*, January 22), Alan Wallach's principal example of beleaguered revisionism is "The West as America," the controversial exhibit last spring at the Smithsonian Institution's National Museum of American Art.

But this example is ill chosen. The problem with that exhibit was not that it did not have masterpieces or that it had artifacts juxtaposed with paintings. The problem was with the wall texts. They were trapped by the illogical blend of two contemporary intellectual stances.

On the one hand, the texts suggested there was no true history—because revisionist or any other kind—because

history is whatever we wish it to be. On the other, the labeling suggested that there was a true history of the American West, and it was a shameful one.

Both of these views make some sense, but they do not fit together. When the labeling was, in addition, hectoring and larded with innuendo ("What one doesn't see in this painting . . ."), it positively got in the way of appreciating the exhibit itself.

Mr. Wallach is persuasive, however, in his praise of "The Cutskills," an exhibit at the Hudson River Museum.



um of Westchester: "There was nothing forced or self-consciously didactic about the installation," and the exhibit therefore "provoked no heated controversies, no blowups."

Had the Smithsonian curators exhibited art and artifact instead of didacticism, they, too, would have provoked no controversy. Art-history revisionism doesn't deserve to get into museums until museums respect the aesthetic intelligence of their public. Mr. Wallach is right in finding this at the Hudson River Museum and wrong in implying it existed at the Smithsonian.

CHARLES A. MILLER  
Chair of Program in American Studies  
Lake Forest College  
Lake Forest, Ill.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



I can tell by the way you're walking in here that we're going to love your book.



Pitcher plant, *Nepenthes sanguinea* LindleyPrickly pear cactus, *Opuntia stanlyi* Engelm

## SPECIAL COLLECTION

## Breathing Life Into Glass Flowers

At a Harvard museum, 3,000 models created between 1887 and 1936 help teach botany

By Zoë Ingalls

**W**HERE are the glass flowers?" is one of the questions most commonly asked by visitors to Harvard University's Botanical Museum. That's not surprising—the beauty of the museum's glass models has drawn visitors from all over the world.

What is surprising, says Susan M. Rossi-Wilcox, is how often the question is asked by people standing in the middle of the exhibit space surrounded by cases of glass flowers.

"People refuse to believe that they are made of glass," she says.

Glass is shiny. Glass is hard. Glass is not tender like water-lily petals. It is not fuzzy like the fine curving hairs of a violet's roots. Glass does not twist and curl and creep and hover like the quivering tendrils of a luffa vine.

For Ms. Rossi-Wilcox, a botanist who is curator of the collection, glass embodies all of those things and more. While the models were intended to be "aesthetically pleasing and to bring people into the museum," their primary purpose was to help teach botany, she says. As such they had to be as accurate as possible. In nature, accuracy sometimes dictates imperfection.

In the exhibition hall, where aged floors creak comfortably underfoot, Ms. Rossi-Wilcox pauses in front of a case of apricots, peaches, and plums. Side by side with exquisite models of branches in full flower and pristine examples of ripe fruit are model after model of shriveled, shrunken fruit, their leaves covered with brown blotches. It's part of a series on plant diseases. "We affectionately call the rotten fruit," Ms. Rossi-Wilcox says. Students—the models are still used in introductory biology classes at Harvard and some

neighboring colleges—are able to see in graphic detail the effects of brown rot disease on *Prunus armeniaca* (apricots) or of parasitic fungi on *Prunus persica* (peaches): "the center of the peach showing the soft rotting resulting from the grayish, fuzzy growth of *Botrytis cinerea*," says a card.

"They really, truly look rotten," says Ms. Rossi-Wilcox, with a note of satisfaction.

Just across the aisle she points to a series on the microscopic structure and life cycle of various "lower plants"—fungi, mosses, ferns, and liverworts. A model showing an oosphere, or egg, of one of the brown seaweeds (*Fucus vesiculosus*) magnified 60 times "looks like tiny spermatozooids as it is washed about in the sea," the display notes say. It looks like nothing so much as a large, translucent ball of candy swarming with voracious ants.

On the other side of the room is a series of still lifes that illustrate how insects pollinate plants. In one, a bee the size of a large hamster (magnification 11 times) neatly tucks his proboscis into the throat of a yellow oxalis.

For the most part though, the plant models are life size and look as if they were recently plucked, roots and all, from the nearest garden. Separate models arranged around the model of the whole plant show in larger-than-life size the most significant plant parts, including stamens and pistils, ovaries in cross sections, and longitudinal and transverse sections of seeds and pods—"everything a botanist would need to be able to identify that plant," Ms. Rossi-Wilcox says.

The glass flowers, known formally as the Ware Collection of Blaschkas Glass Models of Plants, were created between 1887 and 1936 by Leopold Blaschka and his son, Ru-

Iris, *Iris versicolor* L.Pineapple in flower, *Ananas comosus* (L.) Merr.

dolf, Bohemian glass workers who lived in Germany. The collection contains some 840 species of plants, from "all of the major plant families," Ms. Rossi-Wilcox says. In addition, the collection reflects the interest of the museum's founders in economic botany with a focus on such commercially important plants as tea, coffee, and rice.

In all, the Ware Collection comprises nearly 3,000 glass models. The collection was financed by Elizabeth Ware and her daughter, Mary Lee Ware, as a memorial to Elizabeth's husband, Charles E. Ware, an 1834 graduate of Harvard.

In an antiquated lecture room that doubles as a workspace, Ms. Rossi-Wilcox rummages through a cabinet. She says the models were important in providing "a year-round laboratory" for students.

She pulls out a large sheet of heavy white paper on which is mounted a faded, dried plant. Everything is "smushed together on this one plane," as she puts it. Without the glass models, students would have been forced to rely on such pressed herbarium specimens, or the clay, wax, or papier-mâché models then commercially available—none of them satisfactory in the mind of George Lincoln Goodale, the first director of the Botanical Museum and the guiding force behind the Blaschkas plant models.

**G**OODALE's search for lifelike, three-dimensional representations of plants took him to the Blaschkas' workshop in Hostertitz, near Dresden, where the father-and-son team already enjoyed a thriving business making glass models of jellyfish and other marine invertebrates. Today, a number of museums worldwide have Blaschkas marine models in their collec-

tions. The plant models, however, were made exclusively for Harvard.

Although reluctant at first to take on work in a new area, Leopold Blaschka, the father, eventually agreed to make a few models on a trial basis. The Blaschkas began working part-time on the models in 1887. In 1890, when Harvard gave them a 10-year contract, they gave up their other projects to devote their efforts to the plant models.

After Leopold died, in 1895, Rudolf continued, working alone. With the exception of the years during World War I, he worked on the plant models until 1936, when the project was completed. He died in 1939.

"There's an assumption that Harvard told them what was wanted, and they measured and put it together," Ms. Rossi-Wilcox says. "But the Blaschkas were not just artists. They were exceptional natural historians."

As much as possible, the Blaschkas worked from nature, using native specimens from their own extensive garden, augmented with indigenous New England plants grown from seeds sent by Goodale. They also relied on the botanical gardens in Dresden and other German towns and the greenhouse of a wealthy nobleman. In 1892 and again in 1895, Rudolf traveled to America, collecting and recording plants in New England, as far south as North Carolina, and as far west as California. He also went to Jamaica to study tropical plants.

"The Blaschkas were absolutely obsessed in getting the details right," Ms. Rossi-Wilcox says. She points to some models in the exhibit on insect pollination. In a series of four still lifes, a fly lands on a lopsided blossom, triggering a mechanism that causes the stamen to pop up and lightly dust the insect with pollen. The observer

will bend over and look at the underside of the tiny fly in the final model will find there a delicate coating of soft lavender granules.

Displeased with the color and other properties of the glass he bought, Rudolf began formulating his own glass. "Rudolf takes the glass working to an extreme," she says. "He was as much a perfectionist as anyone could be."

"The rotten-fruit series is really his triumph—he made all those colors."

The Blaschkas worked alone, without the help of apprentices, and jealously guarded the secrets of their model making. Bizarre rumors circulated about how they were able to create such lifelike models. Leopold was known to have experimented with electricity, and one rumor held that he and Rudolf magically turned fresh flowers into glass by running an electric current through them.

**B**UT THE SECRETS of the glass flowers are not hidden in alchemy. They are the natural result of ingenuity, skill, and training. The Blaschkas were descended from Venetian glass workers and were well versed in making gold and silver jewelry, as well as glass.

"I describe the flowers as being strung like one would a necklace—thinking of the different flower parts as different shapes of beads put together," Ms. Rossi-Wilcox says. She has spent the last three years attempting to unlock the secrets of the glass flowers. She even took a course in glass blowing to get a better feel for what was involved.

What sounds like a romantic endeavor had a pragmatic motivation: Many of the flowers are sadly in need of conservation. Pausing before a spray of bougainvillea,

she calls attention to the faded reddish hue of the flowers. The iron oxides that were probably used create a muddy color when they oxidize, she explains. "It's what conservationists call 'fugitive pigment.'" There are more serious problems as well, and even a casual observer can't help noticing that some petals are dropping, some leaves are cracked and misshapen. In the corner of a case displaying a rot pineapple, tiny green and purple and white fragments have been swept into a small pile.

The museum plans to begin a major conservation effort as soon as Ms. Rossi-Wilcox and others here decide what would be the best way to undertake the repairs and raise money to pay for them. "With 3,000 models, you can imagine it's a large project and a big-licket item," Ms. Rossi-Wilcox says.

She has sought advice from a variety of outside experts—there is no resident conservator—and hopes that the work will begin next year. In the meantime, with the help of a conservator from the Corning Museum of Glass, she does her own minor stopgap repairs.

Flowers that need immediate attention are laid out on long wooden tables in her makeshift workshop. On one table is a model of a branch of clove in full bloom. Three or four of the flowers closest to the stem—those that would have blossomed first—are withered. They've been made that way intentionally, to illustrate "the various stages of maturity," Ms. Rossi-Wilcox explains.

She touches a flower with the tip of a finger. Ultimately, she says, what's impressive about the Blaschkas is their ability to "take this amorphous material and breathe life into it." Even she finds it hard to believe that the flowers are made of glass.











## 300 William & Mary School of Education

### A Visiting Professorship in Reading, Language, and Literacy

We invite applications for a Visiting Professorship in Reading, Language, and Literacy in the School of Education. Applications from women and minorities are especially encouraged. This renewable one-year appointment will begin in August 1992, and it will be made at either the Assistant or Associate Professor rank, depending upon the experience and qualifications of the successful candidate. The position may also be converted in the future to a tenure-eligible position.

**Qualifications:** An earned doctorate in Reading Education or in a closely related field, but with a strong emphasis in reading or in language/literacy development and instruction; successful experience as a classroom teacher at elementary and/or middle school levels, including experience working in language arts and literature-based reading programs and with young at-risk students; children in general education classes, and readers with learning disabilities; demonstrated ability to prepare successful grant proposals and conduct quantitative and/or qualitative research on language and literacy development; successful teaching experience at undergraduate and/or graduate levels in programs in the preparation and continuing education of K-12 teachers; evidence of scholarly contributions in the fields of reading, language, and literacy development through research, publications, and presentations at professional meetings; and evidence of the ability to work in several disciplines and equally effectively in university and public school settings.

**Responsibilities:** Teach methods courses in reading, language, and literacy development in the School's Elementary and Special Education Programs and in its graduate Reading Program; supervise at least one section of student teaching (6-8 students) each academic year; advise students in the Elementary Education and Reading Programs, including supervision of Master's degree theses; maintain scholarly productivity in research, publications, and presentations at professional meetings; provide service to the field through reading/writing workshops and institutes; and participate as appropriate for a Visiting Professor in School and university-wide governance.

**The Setting:** The College of William and Mary, chartered in 1823, is the nation's second oldest academic institution. It is a highly selective, medium-sized state university committed to excellence in the liberal arts and in graduate professional education. The School of Education has 35 full-time faculty members and enrolls approximately 200 undergraduate students and 500 full-time and part-time graduate students in a full range of Master's, Ed.S., and Ed.D. programs.

Application materials should include:

1. A brief cover letter which explains professional education, experience, and suitability for the position
2. A concise current resume
3. The names, addresses (including titles and institutions), and telephone numbers of five references

The search committee cannot consider other unsolicited materials. Complete application materials should be sent to:

The Reading, Language and Literacy Search Committee  
School of Education  
The College of William and Mary  
P.O. Box 8715  
Williamsburg, VA 23187-8715

The review of application materials will begin March 9 and continue until the position is filled. Questions about the position should be directed to Dr. Donald Lashinger at (804) 251-2336.

The College of William and Mary is an affirmative action/affirmative opportunity employer.

## The University of Wyoming Announcing a Position in Mathematics Education in The College of Education and The Department of Mathematics of The College of Arts and Sciences of the University of Wyoming

The only four-year university in Wyoming, the University of Wyoming has an enrollment of approximately 10,000 students. If you are interested in joining a faculty which is designing innovative teacher education programs including elements of teaching and interdisciplinary approaches and feel you qualify for the position listed below, your application is invited.

Candidates should have a doctorate in mathematics or mathematics education and have demonstrated ability to interact in both the Mathematics Department and the College of Education.

The position will entail the development and teaching of methods courses in mathematics education for both elementary and secondary education majors. In addition, the successful applicant will be expected to conduct graduate level seminars in mathematics education and to work with the Mathematics Department in developing and teaching mathematics courses.

The position also involves some undergraduate advising as well as directing Master's and Ph.D. students. Participation in outreach will also be expected. Salary and rank are commensurate with experience and qualifications. A personal computer, graduate assistantship and an adequate travel budget will be provided. In addition, a reduced teaching load to accommodate funding and research activities will be available. Send resume and three letters of reference directly to:

A. Duane Porter  
Mathematics Education Search Committee  
Mathematics Department  
P.O. Box 3036, University Station  
Laramie, Wyoming 82071

## WESTERN MICHIGAN UNIVERSITY

### FACULTY POSITION

#### Industrial Engineering

A tenure-track position at the Assistant/Associate level is anticipated in the Department of Industrial Engineering starting September, 1992. Duties include teaching graduate and undergraduate courses of campus research and service to Grand Rapids area businesses and industries. Candidates must have an earned Bachelor of Science degree in Engineering and an earned Doctorate degree in Industrial Engineering, Engineering Management, or related field as well as demonstrated commitment to equal employment opportunity and the goals of Affirmative Action. Prior college teaching in manufacturing processes and industrial work experience in plastics and composite materials is desirable. Residence in the Grand Rapids area is required.

The Industrial Engineering Department offers undergraduate programs in Industrial Engineering and Manufacturing Administration, and graduate programs in Engineering Management, Operations Research, and Industrial Engineering. Currently, the Department has 9 faculty, 225 undergraduates, and 175 graduate students. The Grand Rapids campus offers an undergraduate degree and two graduate degrees serving approximately 150 students.

Western Michigan has a Carnegie Doctoral I classification, the only one of its kind in Michigan. It is one of five graduate-intensive universities in Michigan. The University consists of 6 degree-granting colleges, a Graduate College, and an Honors College, and has an enrollment exceeding 28,000, with approximately 25% at the graduate levels. Kalamazoo, the educational and cultural center of Southwest Michigan, is the home of Western Michigan University and is midway between Chicago and Detroit. Grand Rapids is located in the heart of the nation's automotive industry.

Salary for the position will be commensurate with the applicant's experience and background. Please submit application with three references to: Dr. Richard E. Munsterman, Search Committee Chair, Department of Industrial Engineering, Western Michigan University, Kalamazoo, MI 49008 phone (616) 335-2327. Applications received before March 20, 1992 will receive full consideration. WMU is an Equal Opportunity/Affirmative Action Institution, and encourages qualified women and minorities to apply.

## MATHEMATICS INSTRUCTOR

### Raritan Valley Community College

Tenure track instructor level position, teaching full range of mathematics courses from arithmetic to differential equations with emphasis on basic algebra courses. Master's degree in math or related field required.

Raritan Valley Community College is a two-year, comprehensive, bi-coastal community college, which offers associate degrees and certificates in more than 40 areas. It is located in suburban Central New Jersey, approximately one hour from New York City and Philadelphia. The 240-acre campus serves Somerset and Hunterdon counties and enrolls 5,000 full-time and part-time students in transfer and credit programs, with several thousand more enrolled in non-credit courses.

Candidates should send letter of interest and resume to be received no later than March 10, 1992, to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

minority group applicants are strongly encouraged.

Broadcasting/Mass Media Instructor or Assistant Instructor to begin 17 August 1992. Duties include teaching undergraduate courses in broadcast production and operations, and journalism. The Department of Mass Communication offers a B.S. degree with emphasis in broadcasting, broadcast news, and journalism. The Department of Mass Communication is committed to excellence in teaching and research. The University has an enrollment of approximately 1,000 students. There are currently 175 faculty members. The position is a full-time, tenure-track position. Salary and rank commensurate with experience. This is a new position and will be created in the Department of Mass Communication. Applications will be received until the position is filled. Applicants should send cover letter and curriculum vitae directly to: Search Committee Chair, Department of Mass Communication, Box 21804, Northwest Missouri State University, Springfield, MO 65802. Candidates to be invited for an interview will be asked to furnish additional materials. Mr. John S. Lashinger, Search Committee Chair, is an Equal Opportunity Employer. Women and

## FRANKLIN PIERCE COLLEGE

Franklin Pierce College, an independent four-year undergraduate college located in the picturesque Manchester region of New Hampshire, invites applications for the following positions that will commence in September 1, 1992. The rank of Assistant Professor is the standard appointment for these positions, though under certain circumstances the rank of Associate Professor may be possible. Salary based on education and experience. All positions require the doctorate, teaching experience, and a commitment to teaching in the environment of a small liberal arts college.

No tenure has more power or relevance in late 20th century America than that of the individual and community. The individual and community themes work its way through Franklin Pierce College's innovative, 44-credited general education curriculum. Most of its courses are interdisciplinary and team-taught, emphasizing the active participation of students in the learning experience. Successful candidates for these positions will be expected to participate in this program in terms of both teaching and scholarship.

### COUNSELING/CLINICAL PSYCHOLOGIST

Responsibilities include teaching Introductory Psychology, Abnormal Psychology, and possibly Gerontology, Tests and Measurements, and Psychology of Counseling; supervision of student research and internships; and teaching in the College's interdisciplinary core curriculum. Ability to teach research methods, statistics, and/or social work is also desirable. Review of applications will begin on April 3, 1992.

### ELEMENTARY EDUCATION

Responsibilities include managing a new elementary education certification program for those with degrees in other fields, and teaching courses in methodology and theory. Duties will include supervision of student teachers and in-service in history, philosophy, and current issues. Preference given to candidates who have recent successful experience in elementary teaching and administration, and are willing to participate in an interdisciplinary approach to liberal education. Opportunities are available for teaching summer courses. Review of applications will begin on March 16, 1992.

### GOVERNMENT

We seek a humanities oriented specialist in American government. Duties include teaching in developing new Government (Political Science) major in context of small, liberal arts college. The successful candidate will also teach in two new interdisciplinary courses: The American Experience and The Science of Society. Review of applications will begin on March 20, 1992.

### SOCIOLOGY/SOCIAL WORK

Responsibilities include teaching social work and sociology and/or social work courses, and an interdisciplinary social science course. Opportunities exist to develop areas of special interest. An M.S.W. or sociology background would be helpful. Review of applications will begin on March 27, 1992.

Please submit letter of application, vita, names of three references and, if possible, course syllabi and student evaluations to the Director of Personnel. Review of all applications will continue until position is filled.



### Franklin Pierce College

Rindge, New Hampshire 03461

Franklin Pierce College is an equal opportunity employer; actively seeking qualified women and minority applicants.



## Westark Community College FACULTY POSITIONS

Westark College is a 65-year-old, publicly supported, single-campus, comprehensive community college. The College also operates a University Center whereby various universities offer bachelor's and master's degrees on the campus. The College is located in Fort Smith, Arkansas, a historic city of 70,000 situated in a region of lakes, rivers, and scenic beauty between the Ozark and the Ouachita Mountains on the Arkansas-Oklahoma border. The institution has a credit enrollment of over 5,500 students from a five-county service area offering a wide range of academic, technical, continuing education, and non-credit programs.

The College has experienced a 63 percent growth in FTE enrollment since 1985. The College enjoys good local support, having recently completed a successful five million dollar endowment campaign for private funds and obtained citizen approval of additional local tax support for new buildings to accommodate the enrollment growth.

Westark College invites applications for the following planned and anticipated faculty positions for 1992-93:

Art: Nursing Fundamentals  
Biology: Nursing (Fundamentals)  
Development Writing: Mathematics  
English: Music (Instrumental/Band)  
Humanities: Music Education  
Speech

All positions require a Master's Degree in discipline. TO RECEIVE AN APPLICATION PACKAGE send a letter indicating which position you are interested in to Director of Personnel, Westark College, P.O. Box 2649, Fort Smith, AR 72913, or call (501) 783-7766. Review of applications will begin April 1, and continue until positions are filled. AA/EEOE.

Business Assistant/Associate Professor of Business, Finance, and Accounting. Responsibilities include teaching and supervising students in business courses, commitment to teaching and research, and participation in college governance. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Administration/Finance: Open position in Charlotte, North Carolina in financial management especially designed for a person with a B.S. degree in Business Administration, preferably with a minor in Finance. The position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Administration/Finance: Open position in Charlotte, North Carolina in financial management especially designed for a person with a B.S. degree in Business Administration, preferably with a minor in Finance. The position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

## BENNETT COLLEGE Greensboro, North Carolina DIVISION OF SOCIAL SCIENCES FACULTY POSITIONS

### CHAIRPERSON, DEPARTMENT OF SOCIAL WORK/SOCIOLOGY

The Department offers a full program in Sociology leading to the B.A. degree and an accredited program in Social Work leading to the B.S.W. degree. The chair will be responsible for the overall direction of both programs and serve as Director for the Social Work Program.

**Qualifications:** A D.S.W. or Ph.D. in social work or Ph.D. in sociology with 5 years' teaching experience and 5 years' agency and/or academic administrative experience. M.S.W. applicants with 10 years' teaching experience and 5 years' agency and/or academic administrative experience will also be considered.

**ASSISTANT PROFESSOR OF HISTORY (2 Positions)**  
The Department of Social Behavioral Sciences has two positions available in History: (1) World Civilization and American History, and (2) Afro-American and African History.

**Qualifications:** The Ph.D. degree is required for both positions as well as previous teaching and evidence of scholarship and commitment to teaching.

**ASSISTANT/ASSOCIATE PROFESSOR, ACCOUNTING & MANAGEMENT**  
The Department of Business and Economics seeks a candidate with a Ph.D. in Accounting and/or Management and some upper-level Management courses. Applicants must have Ph.D. requirements before August 1992 will also be considered. Previous teaching experience and evidence of commitment to teaching will be an advantage.

**STARTING DATE:** August 10, 1992.

**SALARY:** Commensurate with qualifications and experience.

**APPLICATION:** Send a letter of application, vitae, three (3) letters of recommendation and college transcripts to:

Dr. Charlotte Alston

Vice President for Academic Affairs

900 East Washington Street

Greensboro, NC 27401

**CLOSING DATE:** March 18, 1992.

A historically African-American institution, Bennett College is a private, United Methodist Church affiliated, four-year liberal arts institution for women. It is centrally located in urban Greensboro, North Carolina.

## The University of Arizona College of Nursing

### Adult Health Division

#### Invites applications for two positions:

Full-time, tenure-track, full-year faculty appointment for candidate with an emphasis in gerontological nursing (GN) certification desirable and an established or developing clinical research program. Ph.D. required. Application review will begin March 4, 1992, and position will remain open until filled.

Full-time tenure-track, full-year faculty position for adult health nurse researcher, with emphasis in biophysiology phenomena. Ph.D. required. Applicants with program of research as Assistant Professor level will be considered. Teaching responsibilities include content in research and clinical care of graduate and undergraduate levels. Application review will begin March 4, 1992, and position open until filled.

### Family/Community Health Division

#### Invites applications for Community Health position:

Tenure-track academic year faculty position for Community Health nurse educator and researcher. Applicants with program of research as Assistant Professor level will be considered. Teaching responsibilities include content in research and clinical care of graduate and undergraduate levels. Application review will begin March 4, 1992, and position open until filled.

The University of Arizona is a state-supported university that enrolls approximately 36,000 students. Established in 1885, The University of Arizona is the oldest university in Arizona. The university is located in Tucson, ranked among the top 20 public research institutions in the nation. Tucson is one of the nation's fastest growing cities, is known for its ideal climate, majestic mountains, and unique desert surroundings. The College of Nursing is located on the campus in the Health Sciences Center complex. The College is fully accredited with 220 baccalaureate, 120 master's, 50 doctoral, and four post-doctoral students, and 65 faculty.

Send application to L. Claire Parsons, Ph.D., FAAN, Dean, The University of Arizona, College of Nursing, Tucson, AZ 85721. Affirmative Action, Equal Employment Opportunity Employer.

of Charlotte unusually strong. A successful candidate will share the institution's commitment to fine teaching and the faculty's interest in developing creative consulting and professional development. Women and minorities especially urged to apply. Letter of application, vita, and names of three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Affairs Portland State University seeks applications for Associate Director of Business Affairs. Closing Date March 6, 1992. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Communications: Teach business communications. Persons should be able to teach in a second area of business education, or in business education, or in business education. The position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Administration/Finance: Open position in Charlotte, North Carolina in financial management especially designed for a person with a B.S. degree in Business Administration, preferably with a minor in Finance. The position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

# SCHOOL OF EDUCATION West Chester University West Chester, Pennsylvania

The School of Education at West Chester University invites applications for the following tenure-track positions. All positions are at the Assistant/Associate Professor level. Academic year salary will range between \$29,905-\$36,350. Rank and salary commensurate with experience. Excellent benefits package including full tuition fee waiver for dependents is available. These are all nine-month positions with the possibility of Summer session teaching. All positions are available September, 1992.

All positions involve teaching assignments in undergraduate and possibly graduate programs. All faculty are expected to advise undergraduate and graduate students, pursue an active research/publication program, and participate fully in the academic community.

West Chester University, the second largest University in the Pennsylvania State System of Higher Education, has an approximate enrollment of 12,000 students with more than 3,000 students in teacher education programs, and is located twenty-five miles west of Philadelphia in scenic Chester County.

**SPECIAL EDUCATION:** One position teaching in a comprehensive special education program. Must have completed an earned doctorate from an NCATE accredited institution within one year of appointment; completed doctorate in special education preferred; must hold or be eligible for Pennsylvania teacher certification in Mentally/Physically Handicapped; four years' full-time classroom teaching experience in special education; equivalent of two years' higher education teaching experience required. Postmark date is extended to March 11, 1992. Send application materials to: Dr. Martin Zlotowski, Special Education Dept.

**CHILDHOOD STUDIES AND READING:** The Department provides certification programs in early childhood education, elementary education, and reading.

**A. Curriculum and Instruction:** One position teaching methods courses in elementary and/or early childhood education programs. Area of specialization may be general curriculum and instruction, reading, science, social studies, or a combined focus. Three years' experience in elementary teaching is required.

**B. Developmental and Adult Reading:** One position teaching college reading and study skills with a possibility of teaching other courses in another area of specialization. Primary responsibility will be to provide leadership and instruction in the reading and study

skills program. Area of specialization must be reading and study skills. Three years' teaching secondary, college, and/or adult reading and demonstrated competencies in developmental and adult reading are required.

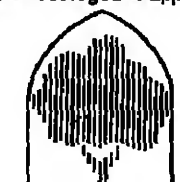
**C. Early Childhood Education:** One position teaching courses in early childhood education. Doctorate in education with program specialization in early childhood education and three years' experience in N-K-3 teaching required.

**D. Reading/Language Arts Education:** Two positions teaching courses in reading/language arts education. Doctorate in education with program specialization in reading or language arts, and three years' experience in elementary teaching required.

**E. Student Teaching Supervision:** Two positions in supervision of student teachers in early childhood/elementary education with possible teaching assignment in an area of specialization (e.g., multicultural education, mainstreaming, classroom management). Doctorate in education, three years' elementary education teaching experience, and demonstrated competencies in supervising student teaching/field experiences are required.

A doctorate is required for each position; degree candidates with expected completion prior to September, 1992, will be considered. Applicants should send a letter of application indicating the position of interest, current vitae, official transcripts, and three letters of recommendation. Applicants who wish to be considered for positions in more than one area must send a complete application package for each area. Direct all correspondence, postmarked by March 11, 1992, to: Dr. Mary Ann Meggitt, Dept. of Childhood Studies & Reading.

ALL applications should be mailed to appropriate person/dept. as listed above, c/o WEST CHESTER UNIVERSITY, West Chester, PA 19383. AA/EEO. Women and minorities are encouraged to apply.



West Chester University

## SANTA BARBARA CITY COLLEGE

### ECONOMIST

Applications are invited for the following full-time, tenure-track, instructor positions which will be available beginning Fall Semester 1992. Salary commensurate with academic preparation and experience.

**Closing Date:**  
March 4, 1992  
March 4, 1992  
March 4, 1992  
March 11, 1992  
March 11, 1992  
March 11, 1992  
March 11, 1992

Applicants' complete District application packet must be received by the listed closing date.

Request application and announcement by calling (805) 965-0581, Ext. 2576/Ext. 2261 or by writing to:

SANTA BARBARA CITY COLLEGE

721 Cliff Drive

Santa Barbara, CA 93109-2394

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER. MINORITIES, DISABLED, AND WOMEN ARE SPECIFICALLY ENCOURAGED TO APPLY.

Business Law Faculty position, Department of Finance and Economics, University of West Florida, assistant or associate professor, tenure track. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Administration/Finance: Open position in Charlotte, North Carolina in financial management especially designed for a person with a B.S. degree in Business Administration, preferably with a minor in Finance. The position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Business Administration/Finance: Open position in Charlotte, North Carolina in financial management especially designed for a person with a B.S. degree in Business Administration, preferably with a minor in Finance. The position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

We are seeking to fill a tenure-track position at the Assistant/Associate/Full Professor level beginning in the Fall of 1992. Applicants should have a specialty area in Money and Banking. Excellence in teaching and an established research record are essential. Salary is highly competitive with above average benefit package which includes TIAA-CREF. Application review will begin February 21 and continue until an appointment is made. We wish to name the successful candidate in March. We are an equal opportunity, affirmative action employer. Contact Chair, Search Committee, Department of Economics, University of Northern Iowa, Cedar Falls, IA 54601-0129; phone: (319) 273-2412, FAX: (319) 273-2222.

Chemistry: Assistant Professor (tenure track) position available beginning September, 1992. Responsible for Physical Chemistry lecture and laboratory. Open laboratory supervision. Teaching responsibilities in other courses such as Instrumental Analysis, Organic Chemistry, and Physical Chemistry. Supervision of undergraduate research students expected. Submit resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Chemistry: Faculty position, Kutztown University, Kutztown, Pennsylvania. Position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Chemistry: Faculty position, Kutztown University, Kutztown, Pennsylvania. Position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Child Development/Family Science: North Dakota State University, Fargo, ND. Position is a full-time, tenure-track position. Salary commensurate with experience. Send resume and three references to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.

Chinese: Doctoral graduates in Chinese (Mandarin) language, literature and culture are invited to apply for Assistant or Associate Professor level. Ideal candidate will have upper-level literature courses and library studies and teach Chinese in Master's Program in International Business, Language, and Culture. Rank and salary commensurate with qualifications and experience. Apply by March 15 to: Dr. Robert J. Lashinger, Search Committee Chair, P.O. Box 300, Somerset, NJ 08876. An Equal Opportunity/Affirmative Action Employer.























## Join Us In The Partnership

*Come Teach In The Heart of California*

Central California provides an outstanding educational environment. Minority instructors are in demand to provide a quality education to the area's exciting blend of students from a wide range of cultural, ethnic, and social backgrounds. We are aggressively recruiting women, minorities, and individuals with physical disabilities to join our team at SCCC.

**List of positions we have available for Fall '92:**

Fresno City College: *Mathematics Instructor, Temporary Sociology Instructor*  
 Kings River Community College: *Temporary Child Development, English, Mathematics Instructors*

**Filing Deadline: March 16, 1992**

To find out how you can become a member of the SCCCD team, contact the Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call them at (209) 226-0720.

State Center Community College District Fresno, CA 93704 • 209/226-0720

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DEMY 1810		DEPARTMENT CHAIR
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**1992-1993**

**KENNESAW  
STATE  
COLLEGE**

**BIOLOGY, CHEMISTRY, I. GERMAN, HISTORY, ECN.)** seek highly energetic

The Department of Secondary and Middle School Education is now accepting applications for the position of Department Chair. Dynamic and energetic leaders are invited to apply for this position and should have the following qualifications: (1) an earned doctorate in a field appropriate to secondary or middle school education; (2) at least five years' experience as a teacher, supervisor, administrator, or other leadership position in secondary or middle schools; (3) demonstrated ability to work effectively with women and minorities and strongly encourages applications from such groups.

Helmuth W. Joel, Jr., Dean

to the department; (2) qualifications for associate or full professor rank; (3) evidence of academic administrative ability and effectiveness; (4) commitment to teaching, service, and applied scholarship that is consistent with the college's priorities for the department; (5) demonstrated

teaching effectiveness at the college level; (6) professional experience middle and/or secondary schools; (7) the ability to work effectively with subject matter colleagues in the arts and sciences; and (8) strong interpersonal skills.

Salary is very competitive and commensurate with qualifications. Position is available on or before September 1, 1992.

Search is currently in progress and will continue until position is filled. Send letter of application, accompanied by a detailed resume addressing job description, and names, addresses, and telephone numbers of

**Affirmative Action, Equal Opportunity Employer**

...als, and submit proposals  
University School Counseling  
on process will begin April 1,  
d. Send letter of application,  
to Ray Eiben, Department of

**Stockton State College**

**MARKETING (BUSINESS STUDIES), Assistant Professor (\$30,334.86), Instructor (\$24,937-\$28,678).** Two positions available September 1982. To teach courses in two of the three following areas: Advertising, International Marketing, and Strategic Marketing. Also expected to teach Principles of Marketing, other specialty courses and supervise student research.

General Studies courses. Ph.D. or ABD in latter stages of dissertation required for Assistant Professor. MBA or related Master's degree considered for Instructor. Salary may be higher depending on qualifications, experience and increases in the New Jersey Higher Education Compensation Plan. Screening will begin March 15, 1992. Send resume and references to: Director of Human Resources, New Jersey State Office of Higher Education, 1000 Washington Blvd., 10th Floor, Trenton, NJ 08646.

sume and 3 references to Dr. James Liu, Dean of Professional Studies, Stockton State College, AAZ3, Pomona, New Jersey 08240. Stockton an AA/EOE. Women and minorities are encouraged to apply. R2024

Chief Adm. Director, Suburban campus, approximately 1,000 students seeks an individual to perform the functions of its local Aid office. Qualifications: Bachelors degree, Master's preferred; at least

years' experience in financial aid at a large institution; good administrative and communication skills; current knowledge of financial aid programs, federal regulations and ability to relate well to students. Position available immediately.

Send cover letter, resume, transcript and three letters of recommendation January 28 to: Debra Dettler, Director, Admissions, Saint Francis College, 1000 North Dearborn, St. Paul, MN 55105.

Spring Street, Fort Wayne, Indiana | State requirements, knowledge of work- | No. 6, 1944; Sec. 6, 1944; Sec. 6, 1944.



# **CHAIR, DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION** College of Education University of Idaho

Applications are invited for the position of Chair of the Department of Educational Administration and Higher Education, College of Education, at the University of Idaho. The Chair provides leadership in designing and delivering the College's academic programs in the Moscow campus and at the off-campus centers at Coeur d'Alene and Boise. The chairperson plans, directs, and coordinates the academic and administrative functions of the department and maintains a climate of excellence in teaching, scholarly productivity, and service to the public schools and the profession. The chair also teaches courses on and off campus in such areas as school finance, school facilities and planning, middle school administration, administrative theory, and higher education; directs doctoral research and advises graduate students; and conducts individual research and field work.

Candidates must have an earned doctorate in educational administration or closely related area from an accredited college or university; administrative experience at the building and/or central office level; verifiable K-12 teaching and administrative experience; demonstrated leadership in educational change and improvement; public affairs and other scholarly activity sufficient to gain acceptance to graduate faculty status; and, knowledge/experience in school reform and restructuring. Additional qualifications include: an earned master's degree in a field related to education; a minimum of five years of experience in field-based studies and collaborative projects; university/college level teaching experience; and experience in assisting schools in the development and implementation of educational programs.

The University of Idaho is the state's land-grant, and primary doctoral degree-granting institution, and is located in the rolling Idaho hills of northern Idaho with ready access to a full range of summer and winter outdoor recreational opportunities.

Review of applications will begin March 23, 1992, but applications will be accepted until the position is filled. The position is a full-time, tenure-track appointment, and will begin August 1, 1992 or as soon thereafter as possible. Salary and rank are negotiable based upon qualifications and experience. Applicants should submit a letter of application describing qualifications, a vision of the future of the department, a curriculum vitae, a list of references, and three letters of recommendation. Send to: Dr. Gary G. DeLia, Search Committee Chair, Department of Educational Administration and Higher Education, College of Education, University of Idaho, Moscow, Idaho 83843. The University of Idaho is an EO/AAE employer.

## **UNIVERSITY OF SCRANTON** School of Management

A temporary non-tenure track position to teach primarily Tax and Law is open at the Accounting Department of the University of Scranton for the 1992-93 academic year.

**REQUIRED QUALIFICATIONS:** JD/CPA is preferred. However, the JD alone or the MBA/CPA and appropriate experience will be considered. The candidate should possess a strong desire to teach. Previous teaching experience is desirable, but not necessary.

**THE UNIVERSITY OF SCRANTON** is a Jesuit institution with an established reputation for quality, highly rated by U.S. News and other college guides. It is located in a low cost living community of 80,000 with an excellent quality of life 120 miles from New York City and Philadelphia. Scranton is in the beautiful Susquehanna River valley. The School of Management offers the MBA in Accounting, Finance, Marketing, POM, and a general MBA. The faculty of 44 also serves 1000 undergraduate majors in Accounting, Finance, Management, Marketing and POM.

If you are interested, please send your vita or resume with at least three references to:

Dr. Ronald J. Granbo, Chair  
Accounting Department  
School of Management  
University of Scranton  
Scranton, PA 18510-4602

The University of Scranton is an Equal Opportunity Employer. Applications from women and members of minority groups are especially encouraged. Applications will be accepted until filled.

## **TEIKYO LORETTO HEIGHTS PROGRAM/ REGIS UNIVERSITY**

The Teikyo Loretto Heights Program invites applications for the following faculty position starting Fall 1992:

**JAPANESE STUDIES:** Full-time academic position in Linguistics, Japanese Language, and Japanese Literature. The position is responsible for the development and delivery of International Studies, Japan Studies and International Business programs in a multi-cultural setting for students from Japan, the United States, and other countries. Ph.D. or ABD preferred; Master's with college teaching experience acceptable. Position will be given to those who have experience teaching a foreign student population.

Send letter of application, resume/vita including names, addresses and telephone numbers of three professional references by March 9, 1992 to:

Teikyo Loretto Heights University  
Personnel Department, JS  
3001 S. Federal Blvd.  
Denver, CO 80228  
EOE

**Financial Aid Assistant Director of Financial Aid:** \$12,000. Bachelor's degree and minimum of two years' experience in financial aid administration. Review of applications will begin March 1, 1992. EEO/AAE.

**Foreign Languages Assistant Professor of Foreign Languages (Teikyo Track):** \$12,000. Bachelor's degree and minimum of two years' experience in foreign language instruction. Review of applications will begin March 1, 1992. EEO/AAE.

# **SPORT PEDAGOGY (Physical Education)**

Assistant Professor, Oregon State University, Department of Exercise and Sport Science, is seeking applications for a tenure-track position with primary responsibilities in the areas of sport pedagogy and secondary school physical education. The appointee will be expected to teach undergraduate courses in the Departmental pre-pedagogy option, to teach, advise, and supervise graduate students in the Master of Arts in Teaching Program, and to teach in other areas consistent with the appointee's background. The successful candidate will be expected to conduct research and seek extramural funding; serve on Departmental committees; advise undergraduate students; direct graduate student research; and provide professional and community service.

**Qualifications:** include Doctorate in Sport Pedagogy or related field; previous teaching experience at the university and secondary school levels; evidence of research capability; effective communication skills; commitment to quality undergraduate and graduate education. Applicants should submit a letter of application, vita, transcripts, and three letters of recommendation specific to this position to: Dr. Christian W. Zauer, Chair, Department of Exercise and Sport Science, Langston Hall 214, Oregon State University, Corvallis, Oregon 97331. Closing date for this position is March 15, 1992. Oregon State University is an Affirmative Action, Equal Opportunity Employer and complies with Section 504 of the Rehabilitation Act of 1973. Oregon State University has a policy of being responsive to the needs of dual career couples.

## **THE ALEX G. NASON PRIZE 2-YEAR COMPUTATIONAL SCIENCE POSTDOCTORAL FELLOWSHIP at SYRACUSE UNIVERSITY**

Application Deadline Extended to March 15, 1992

The Alexander G. Nason 2-year postdoctoral fellowship encourages talented scientists to participate in the research of the Syracuse Center for Computational Science (SCCS) at Syracuse University. SCCS, directed by Geoffrey Fox, offers an interdisciplinary program in which computer scientists collaborate with scientists in various fields to develop new computational models and algorithms. The Nason Prize, a 2-year computational science postdoctoral fellowship for 1992-93, will begin in the Summer '92 or Fall '92 semester. Individuals who have been awarded a Ph.D. in the past 3 years (Spring '89 or later) are eligible. Preference will be given to applicants who have demonstrated ability in interdisciplinary research, combining computer science with application areas. Current application areas of interest include Physics, Financial Modeling, Neuroscience, Aerospace Engineering and Visual Display. The parallel computing facilities at SCCS, the NCI/BBN, and the NCI/BBN, will be available to the recipient. The Nason Prize for 1992-93 will include a salary of \$50,000 plus fringe benefits, a \$5,000 annual research fund and a \$5,000 departmental fund to assist the fellow with relocation, personal workstation support, conference travel, etc. For more information, contact Betty LaPlante at (315) 443-1722 or send Email to: bplante@scs.syr.edu. To apply, send a cover letter, curriculum vitae, and three letters of reference to: Betty LaPlante, Search Coordinator, NPAC, SCCS, 111 College Place, Syracuse, NY 13244-1108. Materials must be postmarked on or before March 15, 1992. Syracuse University is an Equal Opportunity, Affirmative Action Employer.

## **ASSISTANT, ASSOCIATE, OR FULL PROFESSOR EDUCATIONAL ADMINISTRATION University of Idaho**

The University of Idaho invites applications for two full-time, tenure-track positions in Educational Administration, one on campus in Moscow and one located at the Boise Graduate Center, Boise, Idaho. Responsibilities include teaching courses on and off campus in sixth and seventh grade education, supervising student teachers, and supervising professional and doctoral programs in educational administration, advising graduate students and directing doctoral student research. A willingness to engage in research, supervision of interns, and service to public schools is essential. Requirements: Doctorate in education, evidence of administrative and teaching ability, administrative experience in public schools, central office or building level. Demonstrated leadership in educational improvement and innovative programs. Initial opening begins March 23 but position open until filled. Vita, letter of application to include curriculum vitae/phone numbers of three references and three letters of reference should be sent to: Dr. Carolyn Keeler, Search Committee Chair, College of Education, University of Idaho, Boise Center, 800 Park Blvd., Boise, Idaho 83712. An EO/AAE employer.

**Applications for an Assistant Professor to teach foreign language and literature courses in French and Spanish, to serve on committees, and perform special assignments. Experience with language laboratory equipment and planning laboratory activities is required. Salary: \$12,000. Send letter of application, curriculum vitae, and three letters of reference to: Mr. Arthur H. Pollard, Search Committee Chair, College of Education, University of Idaho, Boise Center, 800 Park Blvd., Boise, Idaho 83712. An EO/AAE employer.**

**Foreign Languages Assistant Professor of Foreign Languages (Teikyo Track):** \$12,000. Bachelor's degree and minimum of two years' experience in foreign language instruction. Review of applications will begin March 1, 1992. EEO/AAE.

# **CHAIR DEPARTMENT OF CURRICULUM AND INSTRUCTION West Virginia University**

Applications and nominations are invited for the position of Chairperson of the Department of Curriculum and Instruction, College of Human Resources and Education, West Virginia University. This position will offer the successful candidate the opportunity to work with a productive and reform-minded faculty in redesigning the College's teacher education programs. The Department includes 20 faculty, serving 1000 undergraduate and 300 graduate students. It administers programs at the baccalaureate, master's and doctoral levels. The Department is involved in a redesign of teacher preparation, an aspect of the participation in the Holmes Group. As part of this reform project which is funded by the Benetton Foundation, the teacher education programs work closely with the Professional Development School which provide the opportunity to bridge the gap between research and practice.

**EXPERIENCES FOR THE POSITION**  
The Chair is expected to demonstrate leadership abilities in research, teaching, service, and grantmaking. The Chair is expected to work collaboratively with faculty on teaching and restructuring undergraduate and graduate programs, exhibit strong interpersonal skills with the ability to develop community among a diverse faculty, staff, and student body, promote an atmosphere in which faculty are encouraged to include their highest scholarly potential in the best faculty work ethic and research, communicate clearly with faculty, administration, staff, students, and the public school community, serve as spokesperson for the Department within the College and with external constituencies, and support a high standard of teaching, research, service, and grantmaking activities within the Department.

**QUALIFICATIONS**  
Candidates must hold an earned doctorate in a field of teacher education or a related field and be able to teach in one of the Department's program areas. Candidates must have an excellent record of teaching, scholarship, grant writing, and effective administrative experience. The candidate's record of accomplishments must warrant appointment at the Associate or Full Professor level at the time of appointment. At the time of Full Professor, the candidate will be expected to show evidence of superior teaching, a substantial record of research that is nationally and internationally recognized, and a substantial record of administrative accomplishments.

**SALARY**  
Negotiable depending upon experience and rank.

**APPLICATION PROCEDURE**  
This tenure-track faculty position is a twelve month appointment to be effective July 1, 1992. Applicants should clearly specify the rank for which they are applying. Salary is negotiable and commensurate. The search will continue until the position is filled. For full consideration, candidates should submit a letter of application, a detailed vita, and the names, addresses, and phone numbers of three references by April 1, 1992, to Jeffrey W. Mesling, Chair, Curriculum and Instruction Search Committee, c/o Dean's Office, 802 College of Human Resources and Education, West Virginia University, Post Office Box 6122, Morgantown, WV 26506-6122.

West Virginia University is an Equal Opportunity, Affirmative Action Employer and strongly encourages nominations and applications of women and minorities.

## **THE SCHOOL OF THE ART INSTITUTE OF CHICAGO** Minority Artists Vitae Bank

**THE SCHOOL OF THE ART INSTITUTE OF CHICAGO (SAIC)** is a professional degree-granting college of the visual arts. With a student population of over 2,000, 18% of whom are U.S. minorities, we are dedicated to continuing the cultivation of ethnic and racial diversity. Individuals embraced by the Civil Rights Statutes are protected. Minority students, development, and career advancement for faculty, administrative, and visiting artist positions are encouraged to submit curriculum vitae, along with a statement of interest in teaching expertise, to the Minority Artists Vitae Bank.

Studio areas at SAIC include: Art and Technology, Ceramics, Glass, Design, Film, Photography, Interior Architecture, Painting and Drawing, Performance, Sculpture, Sound, Video, and Visual Communication.

Academic areas include: Art History, Theory and Criticism; Liberal Arts; Art Education and Art Therapy.

We offer highly competitive salaries and excellent benefits. Vita inquiries, or nominations of qualified candidates should be sent to: Ms. Maryann Ahmad, Assistant Dean, Multicultural Affairs, The School of the Art Institute of Chicago, 37 N. Wabash Avenue, Chicago, IL 60605.

SAIC also seeks qualified minority candidates for its postgraduate certificate and graduate level degree programs. Scholarship opportunities are available for these programs, including Grace and Walter Byron Smith Scholarships for persons who have attended a parochial high school or Catholic College in Illinois.

SAIC is an EO/AAE Employer and Employer.

## **UNIVERSITY OF CENTRAL FLORIDA Brevard Campus Special Education Position**

Assistant Professor (tenure track) in Special Education. Doctoral degree or ASD in Special Education with demonstrated secondary teaching and transition experience with exceptional students required. Responsibilities include teaching, research, service in special education. Salary competitive with an August 1992 start date. Application: A review of completed applications will begin on March 15, 1992 and will remain open until the position is filled. Send letter of application; curriculum vitae; 3 professional references including telephone numbers, and copies of transcripts to: Dr. Michael W. Churchill, Department Chair, BDC 214, Education, University of Central Florida, Orlando, Florida 32816; 407-825-2401, FAX 407-825-5138.

**Equal Opportunity, Affirmative Action Employer.** An agency of the State of Florida, UCF makes search materials available for public review.

For more information, contact Dr. Harry M. Brown, Director, Human Resources, University of Central Florida, 3400 Toll Road, Winter, Florida 32788.

**French Assistant Professor, Eastern Washington University** is seeking applications for a tenure track position in French language and literature. The successful candidate will be expected to teach French language and literature, supervise student teachers, and conduct research. Send application, vita, and 3 letters of recommendation to: Dr. Harry M. Brown, Director, Human Resources, University of Central Florida, 3400 Toll Road, Winter, Florida 32788.

# **AUTOMOTIVE SERVICE INSTRUCTOR** Washtenaw Community College

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking an Automotive Service Instructor. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality are supported through a cultural enrichment of the arts, entertainment, Big Ten sports, and the surrounding metropolitan area.

The individual will serve as Automotive Services Instructor and is responsible for teaching beginning and advanced courses in Automotive Services which include all operating systems of the automobile.

The successful candidate must possess a Bachelor's degree in Education, Technology or a field related to Automotive Service; master's degree preferred; two years' full-time work experience as a line mechanic in Automotive Service; and one year's full-time successful teaching experience, preferably at the community college level. Anticipated date of appointment is August 31, 1992.

Initial annual salary range is \$26,900-\$36,021 dependent upon education and experience base of 32 weeks/\$450 contact hours per academic year with numerous fringe benefits. Deadline for receipt of official WCC application form is March 31, 1992. Resumes received in lieu of official application forms are not acceptable.

Interested persons should send completed official WCC application form and curriculum vitae to the Office of Human Resources, Washtenaw Community College, 4800 E. Huron River Dr., Ann Arbor, MI 48106; 313-973-3497. Note: Transcripts, student copy acceptable, must accompany application in order for candidacy to be considered further.

The College, through its affirmative action goals, is seeking candidates who will augment the diversity of its faculty, staff and administration. Women and minorities are encouraged to apply.

## **Merrimack COLLEGE**

### **FACULTY POSITIONS**

**History:** Tenure-track Assistant Professor for Fall 1992. Ph.D. with strong background in Third World and Modern European History. Publications desirable. Send curriculum vitae and letters of reference by April 15 to Dr. Philip Naylor, Chair, Dept. of History.

**Mathematics:** Tenure-track opening for Assistant Professor beginning Fall 1992. Applicants should have a Ph.D. in Mathematics, ability to teach Geometry, Combinatorics, and/or Foundations of Mathematics. Send resume and three letters of reference by April 10 to Dr. Michael J. Bradley, Chair, Dept. of Mathematics and Computer Science.

**Computer Science:** Tenure-track opening as Assistant Professor beginning Fall 1992. Minimum requirements: M.S. in Computer Science (Ph.D. preferred) and ability to teach Database Theory and/or Data Communications. Send resume and three letters of reference by April 10 to Dr. Michael J. Bradley, Chair, Dept. of Mathematics.

Merrimack is a Catholic College of liberal arts and professions with 2100 students enrolled in programs in the Humanities, Natural and Physical Sciences, Social Sciences, Business and Engineering. Experience in undergraduate teaching (12 hours per semester), continued scholarly activity, and active participation in the life of the academic community are expected. An Equal Opportunity Employer, the college especially encourages women and minorities to apply. Send all applications to the appropriate department chair at Merrimack College, North Andover, MA 01845.

## **FAIRMONT STATE COLLEGE**

**Architecture:** Tenure-track position effective August 15, 1992. Responsibilities include teaching in a rapidly growing pre-professional B.S. degree program and advising the student chapter of A.A.A. Minimum requirement is a Bachelor of Architecture degree. A Master of Architecture degree, professional experience or professional registration are desirable. Applications accepted until March 16, 1992, or until position is filled. Send resume, transcripts, letter of application, and the names/telephone numbers of at least three references to: Dr. William E. Griscom, Chairperson, Division of Technology, Fairmont State College, Fairmont, WV 26554.

An Equal Opportunity, Affirmative Action Institution

March. Submit a letter of application, resume, and three letters of recommendation to: Chair, M.A.R. Hines, Fairmont State College, 1000 University Ave., Fairmont, WV 26554. A.A.O.E.

**French Assistant Professor / Instructor:** Tenure-track position; salary and benefits commensurate with experience. Ph.D. in French and/or French literature and intermediate language classes, and advanced courses in language, literature and culture (four courses minimum). Ph.D. in French and/or French literature and culture (four courses minimum). Send letter of application, curriculum vitae, and three letters of reference to: Dr. William E. Griscom, Chairperson, Division of Technology, Fairmont State College, Fairmont, WV 26554.

**French Assistant Professor / Instructor:** Tenure-track position; salary and benefits commensurate with experience. Ph.D. in French and/or French literature and intermediate language classes, and advanced courses in language, literature and culture (four courses minimum). Ph.D. in French and/or French literature and culture (four courses minimum). Send letter of application, curriculum vitae, and three letters of reference to: Dr. William E. Griscom, Chairperson, Division of Technology, Fairmont State College, Fairmont, WV 26554.

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# **MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT** IS CURRENTLY ACCEPTING APPLICATIONS FOR THE FOLLOWING FALL 1992 POSITIONS:

- POLITICAL SCIENCE
- ASSOCIATE DEGREE IN NURSING DIRECTOR
- COMPUTER INFORMATION SYSTEMS
- BIOLOGY
- CHEMISTRY
- HISTORY
- PSYCHOLOGY
- SPEECH

These are full-time, tenure track, ten-month instructional positions. Salaries range from \$28,600 to \$36,600, with a maximum entry level salary of \$44,596, with seven years of prior full-time teaching experience and a minimum post-M.A. semester units, including an earned doctorate. Benefits include medical, dental, life insurance and sick leave.

**REQUIREMENTS:** Master's degree in the discipline or its equivalent. Individuals not possessing the required Master's degree must submit a written request for an equivalency review.

Applications and postings may be requested by calling (714) 654-8011, ext. 1111. These positions are open until filled; however, to ensure full consideration, application materials should arrive at MSJC by no later than Friday, March 20, 1992.

MT. SAN JACINTO COMMUNITY COLLEGE, 149 N. STATE ST.  
SAN JACINTO, CA 92583

**WOMEN AND MINORITY CANDIDATES  
ARE STRONGLY ENCOURAGED TO APPLY**  
A.A.O.E.

## **CANISIUS COLLEGE SECONDARY EDUCATION**

Assistant Professor, tenure track position, Fall 1992.

**Qualifications:** doctorate preferred, minimum 3 years' secondary school teaching experience. In-depth knowledge of current developments in teacher education. Experience in special and/or multicultural education desirable.

Teaching responsibilities will include primarily undergraduate instruction in such areas as multicultural education, mainstreaming, computers in education, teaching methods (general and subject-area), tests and measurement.

Salary commensurate with experience. Applicants should include a letter of application, vita, and list of three references. Application processing will begin March 15 and continue until filled.

Send to:  
Dr. Donald J. Murphy,  
Department Chair  
Canisius College  
Buffalo, NY 14203  
Tel: (716) 885-8300  
Fax: (716) 885-2525  
EOE

## **TEACHING POSITIONS AVAILABLE Immediate Openings Tucson Unified School District Division of Instruction African American Studies Department**

One Reading Specialist (Elementary Level), (Reading Endorsement Required)  
One Educational Assessment Specialist, (Regular Programs (K-6 levels), (Counselor's Endorsement Required)

These positions are part of the Department of Education Certification and coursework in African American Studies Required  
Applications may be obtained from: Earl N. Epps, Ph.D., Director, African American Studies Department, 1011 North 10th Street, Tucson, Arizona 85719; (602) 882-1501

AFRICAN AMERICANS ARE ENCOURAGED TO APPLY

**French:** French language and literature. Methodical College, a four-year liberal arts college, announces a full-time tenure track position for Ph.D. or A.D.D. in French to begin in August 1992. Rank and salary are dependent upon experience and qualifications. Must teach all levels, with expertise in literature and conversation. Applicants must also be qualified to teach elementary and intermediate French as a second language. Send letter of application and resume by March 31 to Head, Department of Foreign Languages, 1011 North 10th Street, Tucson, Arizona 85719; (602) 882-1501.

**French:** French language and literature. Methodical College, a four-year liberal arts college, announces a full-time tenure track position for Ph.D. or A.D.D. in French to begin in August 1992. Rank and salary are dependent upon experience and qualifications. Must teach all levels, with expertise in literature and conversation. Applicants must also be qualified to teach elementary and intermediate French as a second language. Send letter of application and resume by March 31 to Head, Department of Foreign Languages, 1011 North 10th Street, Tucson, Arizona 85719; (602) 882-1501.

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# **Sam Houston State University**

Sam Houston State University is the 10th largest state-assisted institution Texas with 96 undergraduate, 79 graduate, and one doctoral program. Approximately 13,000 students and 450 faculty enjoy the advantages of picturesque Huntsville (rated as one of the best small cities in America) as well as the close proximity (50 miles) to the Houston metropolitan area.

**Curriculum and Instruction:** Assistant Professor to teach undergraduate/graduate courses in the area of curriculum and instruction and classroom management. Three years of public/private teaching experience required. (Earned doctorate preferred.)

**Agriculture:** Assistant Professor to teach undergraduate courses in Agricultural Business and/or Animal Science. Research and public service experience. (Earned doctorate preferred.)

**Consumer Services, Fashion and Design:** Lecture position to teach courses in clothing, textiles, fashion merchandising, and related areas. (Earned doctorate preferred.)

The first two positions are tenure-track. Salary is competitive, depending on academic preparation and work experience. Screening of applicants will begin April 15, and continue until positions are filled.

Qualified applicants should send professional resume and letter of interest to:

Dr. Carl Harris, Dean  
College of Education and Applied Science  
Sam Houston State University  
Huntsville, TX 77341

Affirmative Action, Equal Opportunity Institution

## **Northern Illinois University**

**SCHOOL OF NURSING:**

**Assistant/Associate Professor.** Graduate/undergraduate tenure track position in maternal health nursing. Two positions in community health nursing and a pending position in adult health nursing. All available August 16, 1992. Master's in nursing and earned doctorate required. The University enrolls more than 25,000 students with over 600 nursing majors. The DeKalb campus is situated in the path of one of the Midwest's best growth areas—85 miles west of Chicago's loop but with all the advantages of a small town. Screening of applicants will start March 16, 1992. However, applications will be accepted until position is filled. Send letter of application, vita, and three reference letters to: Dr. Sara Berger, School of Nursing, NIU, DeKalb, IL 60115.

**DEPT OF HUMAN & FAMILY RESOURCES:**

**Assistant Professor.** Teach undergraduate and graduate courses in family and child studies; coordinate and supervise undergraduate child development internships; assist with coordination of child development laboratory; serve on graduate studies committee; advise child development and Early Childhood Studies students; serve on various departmental, college, and university committees on- and off-campus. Teaching may be involved. Qualifications: Graduate degree in child development or a closely related field with coursework in human development; experience working with young children in an applied child development setting; evidence of teaching ability and research potential. Ph.D. preferred. Send cover letter, curriculum vitae, copies of undergraduate and graduate transcripts, and have three letters of reference sent to: Dr. Mary R. Pritchard, Coordinator, Family & Child Studies, Dept. of Human & Family Resources, NIU, DeKalb, IL 60115.

NIU IS AN  
EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

## **SPANISH ASSISTANT PROFESSOR**

Tenure-track, starting August 25, 1992. Assistant Professor specializing in foreign language acquisition to teach all levels of Spanish and to work cooperatively with other language faculty to revitalize foreign language study at liberal arts college with active undergraduate and graduate programs in International Business and Education programs. Ph.D. required; prior college teaching preferred. Ability to teach basic to intermediate French and interdisciplinary general education also required. Modest salary \$53,000-\$72,000 at a small residential college with an Evening Division. Women and minorities are encouraged to apply. Review of applications will begin February 28, and will continue until position is filled. Letter, vita, and three current letters of reference should be sent to Elmira College in care of Dr. Bryan Reddick, Elmira College, Elmira, NY 14901. EOE.

## **ELMIRA COLLEGE**

**Geography:** Tenure track position. Assistant Professor specializing in foreign language acquisition to teach all levels of Spanish and to work cooperatively with other language faculty to revitalize foreign language study at liberal arts college with active undergraduate and graduate programs in International Business and Education programs. Ph.D. required; prior college teaching preferred. Ability to teach basic to intermediate French and interdisciplinary general education also required. Modest salary \$53,000-\$72,000 at a small residential college with an Evening Division. Women and minorities are encouraged to apply. Review of applications will begin February 28, and will continue until position is filled. Letter, vita, and three current letters of reference should be sent to Elmira College in care of Dr. Bryan Reddick, Elmira College, Elmira, NY 14901. EOE.

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# COGNITIVE PSYCHOLOGIST

The Applied Physics Laboratory (APL) of The Johns Hopkins University (JHU) is a nationally recognized research and development organization. We are located on a 360-acre campus-like setting midway between Baltimore, MD and Washington, DC.

An increasing need within APL to consider human cognitive and perceptual performance in the design and effective use of computer-based displays and decision support systems has resulted in an opening on our Senior Professional Staff for an individual to work with those currently addressing this need.

The successful candidate must possess a strong educational background equivalent to a PhD in cognitive psychology or cognitive science, or in an engineering discipline specializing in human-computer interaction with a strong cognitive component. You must also have specialized substantive and methodological knowledge and skills, gained through education and at least three years of postdoctoral level research experience in human cognitive and visual or auditory perceptual performance. Your research, as evidenced by publications, must involve conduct of psychological experiments with human subjects and application of principles of human cognitive and perceptual processing and performance relevant to biomedical problems in man-machine interface design. Demonstrated success in obtaining support for research programs in these areas from Navy, NASA, or other appropriate funding sources, and knowledge of current research directions in cognitive science areas are also required. Good interpersonal and communication skills, research experience in areas related to human-system interaction applications, demonstrated success in developing and working on collaborative projects, and familiarity with microcomputer systems are desirable.

You will plan, conduct, manage, and exercise responsibility for basic and applied research on scientific issues concerning human cognitive and perceptual performance in naval and other military biomedical systems and technology environments, with emphasis on cognitive processing aided by automated systems and displays. You will also cultivate interactions with other investigators at APL and JHU to develop new programs, and with current and new sponsors to develop funding support for programs.

APL offers a comprehensive flexible benefits package, an attractive retirement program, and a salary commensurate with your qualifications and experience. We maintain a smoke-free environment. The applicant selected will be subjected to a security investigation and must meet eligibility requirements for access to classified information. If you meet the stated requirements and are interested in this position, please submit a resume and cover letter to:

Recruitment Office  
Dept. 2008  
The Johns Hopkins University  
APPLIED PHYSICS LABORATORY  
Johns Hopkins Road  
Laurel, MD 20723

The Johns Hopkins University

Applied Physics Laboratory



EOE, M/F/H/V

## South Carolina Governor's School for Science & Mathematics

ADVANCED SPECIALTY HIGH SCHOOL SEEKS CANDIDATES • FOR:

Assistant Director for Academic Programs

Assistant Director for Academic Programs

Foreign Language Instructor (Spanish)

Mathematics Instructor

Physics Instructor

Qualifications: Master's or Ph.D. required by Instruction and Assistant Director for Academic Programs. Evidence of successful work experience, ideally with advanced students in high school age or college students, will be helpful. A public school teaching certificate is not required.

Position is a ten-month public residential school for approximately 130 gifted 11th and 12th graders. CSMA provides an enriched curriculum in all areas while emphasizing and-on experience and small classes.

All positions, dependent upon funding, approval and/or openings, receive an application and detailed information, please send a letter by March 1, 1992, listing your credentials and interest to:

Personnel Office

S.C. Governor's School for Science & Mathematics

306 East Home Avenue • Hanftville, South Carolina 29550

The South Carolina Governor's School for Science & Mathematics is an Equal Opportunity, Affirmative Action Employer.

Arizona State University, Tempe, Arizona

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## MINORITY FELLOWSHIP

**Wanted: Minority Graduate Students  
Interested in Administrative or  
Teaching Fellowships at the  
Community-Technical Colleges of  
Connecticut**

- Experience the excitement and challenge of the community-technical college sector, where 50% of the nation's undergraduates begin their higher education.
- Gain valuable professional experience.
- Enhance the ethnic, racial, and intellectual diversity which the colleges seek to promote.
- Serve as a role model for students.
- Develop professional relationships in your field.
- Earn financial support for your educational expenses: \$3,000 per semester.

The right candidates for these positions will be minorities, currently enrolled in the second year of a graduate program, at minimum, in good academic standing, willing to spend 8 hours per week in classroom-related activities or in structured administration, under the direction of a professional colleague acting as a mentor. These special individuals will be involved in faculty and staff meetings, Minority Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, The Community-Technical Colleges of Connecticut, 61 Woodland Street, Hartford, Connecticut 06105. An equal opportunity/affirmative action employer, M/F.

## COMMUNITY & TECHNICAL COLLEGES of CONNECTICUT

## ENDOWED CHAIR and DIRECTOR

### Program in Environmental Studies

The University of Redlands seeks a teacher/scholar with broad vision and strong leadership skills to fill the position of Endowed Chair and Director of the Program in Environmental Studies. An individual with a Ph.D. in a related field, a strong background in environmental studies, and a demonstrated commitment to teaching and research in this field are essential. The successful candidate will be responsible for the development and implementation of the program, and will serve as a role model for students and faculty. The position is a full-time, tenured position with a salary commensurate with experience and qualifications. Applications should be sent to: Dr. R. N. Hudspeth, Dean of the Faculty, Arts and Sciences, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0800. The position will remain open until filled, but review will begin 2 March 1992.

The University of Redlands encourages applications from women and minorities. Equal Opportunity Employer.

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## SAN JUAN COLLEGE

San Juan College is one of the largest two-year comprehensive colleges in New Mexico and offers academic, occupational and community service programs. The college serves 8,800 students in San Juan County, as well as the Four Corners area of New Mexico, Arizona, Utah and Colorado.

## DIVISION DIRECTOR - MATH, SCIENCE AND ALLIED HEALTH

The position reports to the Dean of Instruction and is responsible for administering the affairs of the division plus teaching 3-4 credit hours per semester in one of the division's disciplines. Academic disciplines include astronomy, biology, chemistry, geology, mathematics, nursing, physical therapy assistant and physics. Position evaluates full- and part-time faculty, develops and maintains curriculum of the division, conducts division meetings and participates in a variety of college committees. Applicant must possess a Master's Degree in one of the disciplines taught in the division and have a minimum of five years of combined teaching and administrative experience at the division chair level or above at a community college. The position is 12-month - professional.

## THEATER DIRECTOR

General duties include managing an 800-seat theater (currently under construction) and an existing 300-seat theater, managing and scheduling related conference space, supervising a full-time theater technician, teaching between two and three classes a semester and directing three to four productions a year. Applicant must possess an MFA in theater or drama or a related field plus a minimum of five years experience in theater management, technical theater direction, and/or teaching theater in a higher education setting.

The position is 12-month - professional.

## INSTRUCTOR OF PHYSICS - FALL, 1992 - ONE SEMESTER ONLY

Instructor teaches basic freshman and sophomore classes consisting of 15-16 credits per semester. Position requires a Master's Degree in physics or related subject area, with a doctorate preferred. Prior teaching experience is preferred. Position is temporary sabbatical leave replacement.

Successful candidates for all of these positions will be dynamic and have a high energy level, as well as a strong commitment to the community college philosophy. Candidates should have diverse and have a multi-cultural perspective with adult and minority students.

All candidates must submit 1) San Juan College application, 2) a letter of application illustrating how the candidate meets the above listed qualification requirements, 3) college transcripts, and 4) 2 current letters of reference.

CONTACT: P. Colleen Walker  
Personnel Director  
San Juan College  
4601 College Boulevard  
Farmington, NM 87402  
1-800-232-6327

POSITIONS CLOSE: January 28, 1992

POSITIONS OPEN: February 28, 1992

San Juan College is an Equal Opportunity Employer

and two years' teaching or related occupational experience required. Desired qualifications include: a Ph.D. in a related field, a strong background in environmental studies, and a demonstrated commitment to teaching and research in this field. The successful candidate will be responsible for the development and implementation of the program, and will serve as a role model for students and faculty. The position is a full-time, tenured position with a salary commensurate with experience and qualifications. Applications should be sent to: Dr. R. N. Hudspeth, Dean of the Faculty, Arts and Sciences, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0800. The position will remain open until filled, but review will begin 2 March 1992.

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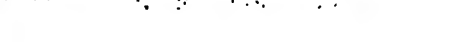
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## The Colorado College

### DIRECTOR OF FINANCIAL AID

Colorado College invites applications and nominations for the position of Director of Financial Aid with duties commencing June 1, 1992. For more than a century, the College has been an educational leader in the Rocky Mountain West and in recent years has emerged as a national liberal arts college of distinction. Colorado College is a residential college of approximately 1,800 students and is recognized nationally for its academic excellence and its innovative, intensive Block Plan calendar in which students and faculty are typically committed to one course at a time during three and one-half week units.

Description of Position: The Director of Financial Aid is responsible for all aspects of the financial aid program, reviewing and implementing institutional policies regarding the use of a large portion of the College's budget. The Director provides research, projections, and proposals to utilize these funds efficiently. In addition, applicants must be sensitive to the financial needs of a wide variety of students. The Director will play a significant role in the formulation of recruitment and retention efforts at the College, as well as strategic planning.

More specifically, the Director is responsible for the daily operation of the Financial Aid Office. This includes (but is not limited to): 1) counseling students and parents; 2) deciding specific financial aid packages for individual students; 3) interpretation and implementation of regulations regarding federal and state aid programs; 4) proper utilization and reporting of institutional, endowed, gift, and athletic scholarships; 5) collaboration with the Dean of Admission and Financial Aid, Dean of Student, and faculty to maintain the College's enrollment goals; 6) supervision and training of professional and support staff.

The Director of Financial Aid reports to the Dean of Admission and Financial Aid. The Vice President for Student Life has overall responsibility for both Admissions and Financial Aid.

Qualifications: The successful candidate will demonstrate a strong commitment to the liberal arts, proven leadership ability in working with diverse constituencies to develop financial aid strategies that are appropriate for majority, minority, international, and non-traditional students, and the technical expertise required to direct a multi-million dollar financial aid program.

A Bachelor's degree and at least 3 years' administrative experience in financial aid work are required. Master's degree preferred. Salary: Commensurate with qualifications and experience.

Appointment Effective June 1, 1992.

Application Procedures: Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references.

Terry Swenson, Dean of Admission and Financial Aid  
The Colorado College  
14 East Cache la Poudre  
Colorado Springs, CO 80903

Colorado College is an equal opportunity employer and invites applications from minority, women, and individuals who can address the concerns and perspectives of minorities and women.

## The University of Dayton

### RESIDENCE LIFE

The University of Dayton is seeking qualified applicants for its position of Residence Hall Director. Master's degree is preferred. Significant residence hall experience preferred. Responsibilities include student development, supervision of staff, and management of 1100 students; supervision and selection of resident assistants, graduate assistants and desk operation staff. This is a 12 month position which provides a furnished apartment, partial meal plan and salary commensurate with experience. Additional University benefits also included. Please send resume and letter of interest to Carol Cummins-Collins, Assistant Dean for Residence Life, University of Dayton, 800 College Park, Dayton, Ohio 45468-0982. We will be interviewing at ACFA and NASFA.

Medical/Clinical: The University of Minnesota, Department of Pediatrics, Division of Endocrinology, seeks a full time position at the rank of Assistant Professor (tenure track). Major responsibilities will be care of outpatients with endocrine disorders, supervision of residents during assigned periods. Clinical research is required with a research commitment to clinical research and education. Salary is \$32,500 per month. Apply to: Dr. Robert Gray, Chair, Endocrinology, University of Minnesota, 600 University Avenue, SE, Minneapolis, MN 55455. The University of Minnesota is an equal opportunity employer and encourages applications from women and minorities.

Medical/Clinical: Assistant Professor, Department of Pediatrics, University of Minnesota, Division of Endocrinology, seeks a full time position at the rank of Assistant Professor (tenure track). Major responsibilities will be care of outpatients with endocrine disorders, supervision of residents during assigned periods. Clinical research is required with a research commitment to clinical research and education. Salary is \$32,500 per month. Apply to: Dr. Robert Gray, Chair, Endocrinology, University of Minnesota, 600 University Avenue, SE, Minneapolis, MN 55455. The University of Minnesota is an equal opportunity employer and encourages applications from women and minorities.

## QUEENS COLLEGE CHARLOTTE

### DIRECTOR OF FINANCIAL AID

Queens College, founded in 1857, is a private, comprehensive college affiliated with the Presbyterian Church (USA) and located in Charlotte, NC. We are seeking qualified applicants for the position of Director of Financial Aid. The College includes a coeducational, residential liberal arts program and several undergraduate and graduate evening programs for working adults. Queens is located in a pleasant area of Charlotte, a lively and growing urban center. We are especially eager to receive applications from minority and female candidates.

The Director of Financial Aid would be responsible for the overall administration of all federal, state, and institutional financial aid programs, and would report directly to the Vice President for Enrollment Management. This individual should possess a bachelor's degree and have at least three years' experience in financial aid. Experience with federal, state, and institutional reporting; packaging and awarding of aid; management ability; and appropriate analytical, verbal, and interpersonal skills; familiarity with information systems (FAM and/or Microfilm) systems and ability to ensure that financial aid data is kept updated; establishing overall financial aid budget.

This position will require presentation of workshops to parents, students, and the community at large, and will require working closely with the Admissions, Business, and Student Development offices.

Position available immediately. Salary commensurate with experience. Applications received by March 2, 1992 will receive full consideration. Qualified applicants should send a letter of application, resume, references, and salary history/recommendations to:

Dr. D. Stephen Cloninger  
Vice President for Enrollment Management  
Queens College  
1900 Selwyn Ave.  
Charlotte, NC 28274

Queens College is an Equal Opportunity Employer.



### UNIVERSITY LIBRARIAN

Illinois Wesleyan University invites nominations and applications for the position of University Librarian, effective August 1, 1992. Illinois Wesleyan is a nationally-recognized, comprehensive undergraduate university enrolling approximately 2,700 students pursuing degrees in the liberal arts, fine arts and nursing. Our residential campus is located in the heart of Bloomington, Illinois, a prosperous small city in the central part of the state. Sheehan Library houses nearly 200,000 volumes, with another 100,000 in the Thorpe Music Library of the School of Music. We seek as our Librarian a person who will imaginatively and enthusiastically embrace the challenge of excellence in library leadership; to make Illinois Wesleyan's library the intellectual center of the campus; to be a dynamic place for the needs of undergraduate research. The Librarian will be responsible for the management of the library's collection and the provision of library services to the campus and the community. The Librarian will be a public advocate for the library, and able to seek external support for the library's growth. She or he would work closely with the faculty and students and be involved in the development of the library's future. The Librarian will be a member of the college's management team, with those offices whose major responsibilities are recruitment, financial aid, academic advising, and academic support. Travel is required. Qualifications for the position include a minimum of a master's degree in library science or a related field, with a minimum of two years of professional experience working with students in a multi-cultural educational setting. The successful candidate must have demonstrated initiative in developing collaborative efforts and exhibit strong verbal and written communication skills, as well as highly developed interpersonal and organizational abilities.

Starting salary is \$17,200/yr. plus a comprehensive fringe benefit package. Interested individuals should forward a cover letter and resume to:

Personnel Manager  
Regents College  
P. O. Box 3904  
Albany, New York 12203-3908

Regents College, the oldest and largest assessment institution in the United States, serves adults who choose to pursue their education in a flexible, self-paced manner. Affirmative Action. Equal Opportunity. Applications from members of historically underrepresented groups are especially encouraged.

Head, Men's Basketball Coach

Pacific University seeks nominations and applications for a non-tenure track position with faculty rank for the position of Head Men's Basketball Coach. The position entails coaching the men's basketball team and supervising student athletes who could include coaching of second year, sports information, teaching in the Physical Education Department, or supervising the Athletic Department. A significant coaching record is required. A willingness to work within the philosophy of a student-oriented athletic program at a small liberal arts college is essential.

Pacific University is a member of the National Association of Independent Colleges of the NAIA. Pacific has an undergraduate College of Arts and Sciences with 500 students of whom a large percentage are residential and 100 graduate students in the health sciences.

Application deadline: March 13, 1992. Send application letters with resume and three letters of recommendation to Thomas Beck, Dean, College of Arts and Sciences, Pacific University, Forest Grove, Oregon 97116.

Pacific University is an AA/EEO employer.

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## Coordinator Teaching Center

College of DuPage is a progressive community college, located just 25 miles west of Chicago and in its 25th year of service to the district. Serving more than 36,000 students, we seek a responsible individual for developing strategies that will enhance teaching effectiveness, advising faculty on classroom research design, and developing educational programs for faculty.

A Master's degree in a common academic discipline plus a successful teaching record in a community college is required along with demonstrated experience in staff development or related area. Excellent communication and interpersonal skills essential.

Starting date: July 1, 1992. Starting salaries normally range from \$27,100-\$37,900 but are dependent on education and experience. This is a 9 month academic year appointment with opportunities to earn significant additional income through overload and summer remuneration. We also offer a generous benefits plan. This position remains open until filled. Screening begins March 15th. Please send a letter to request an application packet or call:

708-858-2800, Ext. 2460

Office of Human Resources  
COLLEGE OF DUPAGE

Glenn Ellyn, IL 60137

aa/eoe

Minorities are encouraged to apply

To maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible.

The University of the State of New York

Regents College

DIRECTOR OF COMMUNITY OUTREACH

Regents College of the University of the State of New York seeks a Director of Community Outreach to initiate and develop collaborative relationships which will enhance the college's efforts toward the recruitment and retention of students from historically underrepresented groups.

The Director, a member of the college's management team, will work closely with all segments of the college, but especially with those offices whose major responsibilities are recruitment, financial aid, academic advising, and academic support. Travel is required. Qualifications for the position include a minimum of a master's degree in library science or a related field, with a minimum of two years of professional experience working with students in a multi-cultural educational setting. The successful candidate must have demonstrated initiative in developing collaborative efforts and exhibit strong verbal and written communication skills, as well as highly developed interpersonal and organizational abilities.

Starting salary is \$17,200/yr. plus a comprehensive fringe benefit package. Interested individuals should forward a cover letter and resume to:

Personnel Manager  
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## RESIDENCE HALL DIRECTOR

The Ohio State University Residence and Dining Halls seek applications for the position of Residence Hall Director. Both 10 month and 12 month positions are available; filling these positions is contingent upon funding approval. Positions are available July or August, 1992.

Over 8,000 students live in The Ohio State University residence halls. Residence Life programs focus on community development, wellness, and living-learning programs.

Duties: Manages an undergraduate residence hall of complex housing 300-900 students. Implements hall community development programs; works with academic support activities; advises student groups; develops programs; conducts judicial/disciplinary hearings; supervises and trains 1-2 graduate students who serve as assistant hall directors. B-2 resident advisor, and other student staff.

Qualifications: Bachelor's degree required. Master's degree in student personnel or related field and residence hall experience preferred. Demonstrated sensitivity and ability to relate to a multi-ethnic student population.

Salary and Benefits: The minimum starting salary for 10 month positions is \$17,500; for 12 month positions, \$21,000. Furnished apartment and meals are provided. The Ohio State University offers a comprehensive fringe benefits program, including medical/dental/vision, dental care, tuition remission, vacation, sick leave, and life insurance, among others.

Applications: Candidates should submit a resume and letter of application which addresses the qualifications to:

Residence and Dining Halls Personnel  
The Ohio State University  
630 Lincoln Drive  
1800 Cannon Drive  
Columbus, Ohio 43210-1230

Applications received by March 20, 1992 will receive preference, although applications will be accepted until vacancies are filled. Ohio State University representatives will be at the AA/EEO and NASFA conferences. Candidates who submit resumes before these conferences may receive consideration for a pre-scheduled conference interview.

The Department of Residence and Dining Halls is committed to diversity in its staffing and actively seeks the candidacy of women and minorities.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.

Colby-Sawyer College

DIRECTOR OF ANNUAL GIVING

Colby-Sawyer, a small, independent, coeducational college located in the beautiful Dartmouth-Lake Umbagog region of New Hampshire, is reporting its search for Director of Annual Giving.

Repeatedly cited by U.S. News and World Report for its academic reputation and performance, Colby-Sawyer is preparing for a major capital campaign. Our success will be measured by the quality of the gifts and the special quality of life found in New England, a classic New England town nationally acclaimed for sophisticated, four-season, country living.

The Director of Annual Giving will plan and implement a comprehensive annual giving program. Responsibilities include managing annual fund efforts, identifying and soliciting leadership donors, the annual fund, including and soliciting volunteers, coordinating phone calls and direct mail appeals, overseeing records and acknowledgment systems, developing and monitoring the department budget, and supervising the annual giving staff.

A bachelor's degree or equivalent is required, as well as at least four years' experience in fundraising, preferably in an academic setting. A proven record of accomplishment in planning, leadership, and budget management is essential. Our ideal candidate will have strong supervisory skills and will be able to communicate effectively, both in writing and verbally, with a wide variety of constituencies.

Colby-Sawyer offers competitive salary and benefits package, including life, health, dental, and vision insurance.

This position is currently open. We will begin screening applications immediately and will continue to accept applications until the position is filled.

Please send a letter of application, resume and the names of three references to Peggy Brown, Director of Human Resources, Dept. C, Colby-Sawyer College, New London, NH 03257. An equal opportunity employer.

Music Organ. The University of North Alabama seeks a full time position in the Department of Music, contingent upon the availability of funds, beginning August 24, 1992 at the Assistant Professor rank; doctoral degree required. The position requires a strong commitment to excellence in undergraduate teaching in the areas of organ, piano, form and analysis, music history, and composition. The position requires a strong commitment to excellence in undergraduate teaching in the areas of organ, piano, form and analysis, music history, and composition. The position requires a strong commitment to excellence in undergraduate teaching in the areas of organ, piano, form and analysis, music history, and composition.

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OFFICE OF THE PRESIDENT  
Dr. Andrew Alvarado, Chairman  
Search Committee for Director of Institutional Research  
California State University, Fresno  
5241 North Maple Avenue  
Fresno, CA 93740-0048  
Phone: (209) 278-2324

MLS from an ALA accredited university, Ph.D., preferred with five years' experience in an academic library. Tenure track twelve-month academic position with a competitive salary, directly responsible for the overall management, day-to-day operations, and fiscal management of the library. Position requires an energetic self-motivated person with strong demonstrated professional leadership skills. Aggressive, service oriented and resourceful. Must have excellent communication skills. Excellent benefits. Freeland with library holdings of 450,000 volumes, 600 periodicals, 100 microfilm management, state of the art automated systems and all aspects of library services. Provide long-range planning to support academic and research needs as well as continuing education programs. The University has approximately 6,000 students, 100 faculty members, and 100 administrative staff. Located in Freeland undergraduate and graduate students, the metropolitan area. This is a dynamic, exciting part of The Texas A&M University System, Texas A&I University, 2500 University Blvd., Kingsville, TX 78349. Salary \$25,000-\$35,000. This comprehensive state university located in Kingsville, a community of 25,000 people, is situated on the Gulf of Mexico coast, 20 miles from the Gulf of Mexico and 100 miles north of the Mexican border. Applications will begin on March 15, 1992 and continue until position is filled. Letter of application, resume and three letters of recommendation should be directed to: Dr. J. R. Smith, Director of Human Resources, Search Committee, Texas A&I University, Campus Box 168, Kingsville, TX 78349-0168 (\$12-599-2211). An Equal Opportunity, Affirmative Action Employer.

Occupational Education Division Chair for Occupational Programs, Community College seeks a Division Chair for July 1992. MA with Community College teachers and related administrative experience preferred. Write or call Dabney S. Lancaster, Community College, P. O. Box 1000, Clifton Forge, Virginia 24422; (703) 862-4246 for required application materials and complete job description. EEO/AA Institution

## AA/EC

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We are an innovative Residential Life program that strives for the excellence that a diverse staff can bring. We invite you to explore joining our staff for the 1992-93 academic year. The Resident Director position is a twelve month, live-in position responsible for the overall development of a staff and personnel program for 400-600 residents with summer assignments.

**REQUIREMENTS:** Demonstrated effective administrative and managerial experience in residence halls including staff supervision and training, conflict resolving, advising, and programming for diverse college students. Salary is \$28,400 per year plus \$420 per month for summer assignments. 10 months membership. Position available July/August negotiable with the possibility of reappointment for additional year. Priority consideration for resumes received by 10/1/91. Open until filled. Please note if you are attending ACPA or NASPA. Refer to Job #92-0112N.H.

Send resume to:

UC Santa Barbara is an Affirmative Action, Equal Opportunity Employer committed to fostering diversity in its faculty, staff, and student body and welcomes applications from minorities, women, and persons with disabilities.

Physical Education. Teaching position available with additional duties of coaching Physical Education Department and coaching tennis, and SID beginning August, 1992. Earned doctorate two years ago. Graduate work in progress. Two years experience in physical education. April 1, send letter of application, vitae, transcripts, and references to Dr. François J. Janssens, 10010, 10101, 10102, 10103, 10104, 10105, 10106, 10107, 10108, 10109, 10110, 10111, 10112, 10113, 10114, 10115, 10116, 10117, 10118, 10119, 10120, 10121, 10122, 10123, 10124, 10125, 10126, 10127, 10128, 10129, 10130, 10131, 10132, 10133, 10134, 10135, 10136, 10137, 10138, 10139, 10140, 10141, 10142, 10143, 10144, 10145, 10146, 10147, 10148, 10149, 10150, 10151, 10152, 10153, 10154, 10155, 10156, 10157, 10158, 10159, 10160, 10161, 10162, 10163, 10164, 10165, 10166, 10167, 10168, 10169, 10170, 10171, 10172, 10173, 10174, 10175, 10176, 10177, 10178, 10179, 10180, 10181, 10182, 10183, 10184, 10185, 10186, 10187, 10188, 10189, 10190, 10191, 10192, 10193, 10194, 10195, 10196, 10197, 10198, 10199, 10200, 10201, 10202, 10203, 10204, 10205, 10206, 10207, 10208, 10209, 10210, 10211, 10212, 10213, 10214, 10215, 10216, 10217, 10218, 10219, 10220, 10221, 10222, 10223, 10224, 10225, 10226, 10227, 10228, 10229, 10230, 10231, 10232, 10233, 10234, 10235, 10236, 10237, 10238, 10239, 10240, 10241, 10242, 10243, 10244, 10245, 10246, 10247, 10248, 10249, 10250, 10251, 10252, 10253, 10254, 10255, 10256, 10257, 10258, 10259, 10260, 10261, 10262, 10263, 10264, 10265, 10266, 10267, 10268, 10269, 10270, 10271, 10272, 10273, 10274, 10275, 10276, 10277, 10278, 10279, 10280, 10281, 10282, 10283, 10284, 10285, 10286, 10287, 10288, 10289, 10290, 10291, 10292, 10293, 10294, 10295, 10296, 10297, 10298, 10299, 10300, 10301, 10302, 10303, 10304, 10305, 10306, 10307, 10308, 10309, 10310, 10311, 10312, 10313, 10314, 10315, 10316, 10317, 10318, 10319, 10320, 10321, 10322, 10323, 10324, 10325, 10326, 10327, 10328, 10329, 10330, 10331, 10332, 10333, 10334, 10335, 10336, 10337, 10338, 10339, 10340, 10341, 10342, 10343, 10344, 10345, 10346, 10347, 10348, 10349, 10350, 10351, 10352, 10353, 10354, 10355, 10356, 10357, 10358, 10359, 10360, 10361, 10362, 10363, 10364, 10365, 10366, 10367, 10368, 10369, 10370, 10371, 10372, 10373, 10374, 10375, 10376, 10377, 10378, 10379, 10380, 10381, 10382, 10383, 10384, 10385, 10386, 10387, 10388, 10389, 10390, 10391, 10392, 10393, 10394, 10395, 10396, 10397, 10398, 10399, 10400, 10401, 10402, 10403, 10404, 10405, 10406, 10407, 10408, 10409, 10410, 10411, 10412, 10413, 10414, 10415, 10416, 10417, 10418, 10419, 10420, 10421, 10422, 10423, 10424, 10425, 10426, 10427, 10428, 10429, 10430, 10431, 10432, 10433, 10434, 10435, 10436, 10437, 10438, 10439, 10440, 10441, 10442, 10443, 10444, 10445, 10446, 10447, 10448, 10449, 10450, 10451, 10452, 10453, 10454, 10455, 10456, 10457, 10458, 10459, 10460, 10461, 10462, 10463, 10464, 10465, 10466, 10467, 10468, 10469, 10470, 10471, 10472, 10473, 10474, 10475, 10476, 10477, 10478, 10479, 10480, 10481, 10482, 10483, 10484, 10485, 10486, 10487, 10488, 10489, 10490, 10491, 10492, 10493, 10494, 10495, 10496, 10497, 10498, 10499, 10500, 10501, 10502, 10503, 10504, 10505, 10506, 10507, 10508, 10509, 10510, 10511, 10512, 10513, 10514, 10515, 10516, 10517, 10518, 10519, 10520, 10521, 10522, 10523, 10524, 10525, 10526, 10527, 10528, 10529, 10530, 10531, 10532, 10533, 10534, 10535, 10536, 10537, 10538, 10539, 10540, 10541, 10542, 10543, 10544, 10545, 10546, 10547, 10548, 10549, 10550, 10551, 10552, 10553, 10554, 10555, 10556, 10557, 10558, 10559, 10560, 10561, 10562, 10563, 10564, 10565, 10566, 10567, 10568, 10569, 10570, 10571, 10572, 10573, 10574, 10575, 10576, 10577, 10578, 10579, 10580, 10581, 10582, 10583, 10584, 10585, 10586, 10587, 10588, 10589, 10590, 10591, 10592, 10593, 10594, 10595, 10596, 10597, 10598, 10599, 10600, 10601, 10602, 10603, 10604, 10605, 10606, 10607, 10608, 10609, 10610, 10611, 10612, 10613, 10614, 10615, 10616, 10617, 10618, 10619, 10620, 10621, 10622, 10623, 10624, 10625, 10626, 10627, 10628, 10629, 10630, 10631, 10632, 10633, 10634, 10635, 10636, 10637, 10638, 10639, 10640, 10641, 10642, 10643, 10644, 10645, 10646, 10647, 10648, 10649, 10650, 10651, 10652, 10653, 10654, 10655, 10656, 10657, 10658, 10659, 10660, 10661, 10662, 10663, 10664, 10665, 10666, 10667, 10668, 10669, 10670, 10671, 10672, 10673, 1

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**RESPONSIBILITIES:** Responsible for the administration of a hall housing 448-748 students. Duties include: Supervise one graduate assistant and 14-16 student assistants, advise hall governance to conduct courses, life, development, and residence hall reception, and administer discipline and stretch court course. Also, opportunity to work in other departments. **QUALIFICATIONS:** Master's degree and previous residence hall staff experience required. **STARTING SALARY:** \$17,000-\$18,000 for 12 months; furnished apartment and meals, excellent benefits. **TO APPLY:** Send letter and resume by April 1 to: Mr. Kevin Keltz, Office of Residence Life, 2000 Pleasant Avenue, New Brunswick, NJ 08901. Tel. 973-332-7400. Will interview. **EEO/AAE/ADA.** Affirmative Action, Equal Opportunity Employer.

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If you are interested in joining the **LEGEND** team please send your resume to, Michele E. Krauss, American Management Systems, Inc., College and University Systems Group, 1777 North Kent Street (8th floor), Arlington, VA 22209. An Equal Opportunity Employer.

**Indiana University of Pennsylvania** invites applications for the position of **Associate Director of Residence Life** (anticipated vacancy).

The **Associate Director of Residence Life** is responsible for providing leadership for developing an effective community and student development program within UPI's fourteen residence halls and two apartment buildings, with particular emphasis on the development and implementation of policies of recruitment, housing, supervision and evaluation of all residence life staff, crisis intervention, residence hall disciplinary/adjudicatory system, student leadership programs, residence life public relations, and student life procedures.

Qualifications include: a Master's degree in Counseling or a related field and at least five years of experience in residence life or related areas. Minimum of five years' professional (post-Master's) experience. Knowledge of developmental theory, strong communication skills, communication and supervisory skills, and a commitment to the University's mission.

Interested persons should submit a letter of application, résumé, and three current letters of recommendation to:

Chair, Search Committee  
Associate Director of Residence Life  
G-14 Sultan Hall, IUP

Indiana, PA 15705.   
Review of applications will begin March 12, 1992, and continue until  
position is filled.

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university level teaching experience. (3) teach graduate class, curriculum design, and teaching methods courses; teach Red Cross (Guardianship and Winter Safety Red Cross) and American Red Cross courses, "Fitness for Life" course, P.D., university teaching experience required. Public health courses in Epidemiology, and Health care courses in Kinesiology, "Fitness for Life", receipt sports, golf, tennis and health care courses. (4) teach graduate level courses, P.D., required; university level teaching experience. For all positions: (5) 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683, 2684-2685, 2686-2687, 2688-2689, 2690-2691, 2692-2693, 2694-2695, 2696-2697, 2698-2699, 2700-2701, 2702-2703, 2704-2705, 2706-2707, 2708-2709, 2710-2711, 2712-2713, 2714-2715,

**Physical Therapy Doctor Behavior Training**  
University, Assistant/Associate Professor in  
Motor Behavior, Ph.D. or M.S. in Physical  
Therapy, 3-5 years experience in Physical  
Therapy, must have a Ph.D. or equivalent  
degree in Physical Therapy, and must have  
post-doctoral or professional experience  
preferred. A record of relevant published  
work in the field of Physical Therapy and  
establish an independent research program  
involving graduate students, post-doctoral  
and undergraduate students. Send copies  
of curriculum vitae, list of references, and  
references of recent publications, and names,  
addresses, and telephone numbers of three  
references to: Department of Physical Education and Dance,  
University of Wisconsin-La Crosse, 800  
Observatory Drive, Madison, Wisconsin  
53601.







## California State University, Hayward

### DIRECTOR OF THE LIBRARY

#### THE POSITION

The Director is the chief administrative officer for the University Library and reports directly to the Provost and Vice President for Academic Affairs. The Director assumes major responsibility for financial resources and personnel administration. The Director is responsible for ensuring leadership in professional development of librarians and staff, and planning and establishing goals and priorities for development of collections in support of instruction and research. The Director is also responsible for the quality of public service. The Director plays a leadership role in the development and physical facilities. The Director plays a leadership role in the development and physical facilities. The Director plays a leadership role in the development and physical facilities.

#### QUALIFICATIONS

A graduate degree in library science from an ALA-accredited library school or a school of equivalent quality. Five years of significant professional library administrative experience, preferably in a four-year college or university. Demonstrated ability and experience in the administration of budgetary matters, collective bargaining and shared governance environment, ability to stimulate, develop and evaluate a staff of professional and non-professional employees, ability to provide leadership and make decisions with respect to library professional and administrative matters. Considerable knowledge of technological developments for library automated systems, on-line services, CD-ROM resources, as well as other opportunities for enhanced effectiveness.

#### THE UNIVERSITY

California State University, Hayward is a comprehensive, regional university committed to excellence in teaching and research and to meeting the needs of the community. The university is located in a large metropolitan area. Located in the San Francisco Bay Area, CSUH is one of the most culturally diverse populations in the nation and seeks to enhance the multicultural character of the campus. The University contains four schools (Arts, Letters and Social Sciences, Business and Economics, Education and Science) and the division of Extended Education. CSUH has an enrollment of 13,000; 43% are minority students. 850 staff. The faculty is represented by the California Faculty Association in major and 23 graduate programs at the Master's level.

#### CAL STATE HAYWARD LIBRARY

The CSUH Library has a budget of approximately \$3 million, a collection of over 800,000 volumes and employs approximately 18 librarians, 24 staff and 100 students. The Innopac On-Line System has recently been implemented. A small branch library has been established at the off-campus center in Contra Costa County.

CSUH is an Affirmative Action, Equal Opportunity Employer.

#### NOMINATIONS AND APPLICATIONS

The appointment is to be effective September 1, 1992 or earlier. Applications will be accepted until the position is filled. Applicants should include a letter, resume, and the names of three references. Position number is 92-004.

Please address nominations and applications to:

Chair, Search Committee for the Director of the Library  
Office of the Provost and Vice President, Academic Affairs  
California State University, Hayward  
Hayward, CA 94542-3007



## Residence Hall Coordinators

Ten-month live-in positions. MA required in student personnel/development or related field of study. Preferred: previous experience in residence hall administration. Responsibilities include: supervision of 15-18 undergraduate staff; academic advising and programming in halls for 400-500 students; managing and supervising staff; and system-wide workshop development. The appointment period will be the entire academic year. Starting date: August 3, 1992. Send letter of application, resume, and three letters of reference or endorsement to Robert A. Hartman, Associate Director Iowa 50614-0282. Screening of applications begins March 2. Applications will be considered until all positions are filled. Will interview at CSU-UI. Only those persons who are currently employed by CSU-UI are eligible for consideration. This is an affirmative action, equal opportunity employer. Minority persons, women, Vietnamese and disabled persons are encouraged to apply. UNI employs persons who are legally authorized to work in the United States as established by the Immigration Reform and Control Act of 1986.

Public Relations Assistant/Associate Professor. The Department of Communication Arts and Sciences Southern University invites applications for a tenure-track position in public relations. Master's degree, experience in public relations, and a minimum of one year's teaching experience required. Professional public relations experience and Ph.D. preferred. Duties include teaching public relations courses, as well as advising majors. Salary and rank dependent upon qualifications. Send letter of application, current vita and at least three current letters of recommendation to Search Chair, Pamela O. Boush, at Landrum Box 8091, Georgia Southern University, Statesboro, Georgia 30460. Position available August 1992. Application review begins March 16, 1992. The position is an affirmative action, equal opportunity position. Applications and resumes are subject to public inspection under the Georgia Access to Public Records Act. Georgia Southern University is an Equal Opportunity Institution. Minorities and women are encouraged to apply.

Real Estate Assistant Professor (Real Estate and Business Law). The Department of Real Estate and Business Law Southern University invites applications for a tenure-track position in real estate. Master's degree, experience in real estate, and a minimum of one year's teaching experience required. Professional real estate experience and Ph.D. preferred. Duties include teaching public relations courses, as well as advising majors. Salary and rank dependent upon qualifications. Send letter of application, current vita and at least three current letters of recommendation to Search Chair, Pamela O. Boush, at Landrum Box 8091, Georgia Southern University, Statesboro, Georgia 30460. Position available August 1992. Application review begins March 16, 1992. The position is an affirmative action, equal opportunity position. Applications and resumes are subject to public inspection under the Georgia Access to Public Records Act. Georgia Southern University is an Equal Opportunity Institution. Minorities and women are encouraged to apply.

## Elizabethtown College

### ASSISTANT DIRECTOR OF RESIDENCE LIFE

Under the administrative supervision of the Director of Residence Life, the Assistant Director of Residence Life is responsible for the administration of an assigned residential unit, providing direction, counsel, and support to the student residents and to the programs and activities of the unit, and the physical maintenance of the unit. The Assistant Director of Residence Life is also responsible for the physical maintenance of the unit, including staff development, selection, training, programming, and housing operations.

Master's degree in College Student Personnel/Higher Education and Student Affairs Administration (or equivalent) required; demonstrated residence hall experience.

Position is available June 1, 1992. Competitive salary plus apartment and board. This is a 12-month, live-in position with excellent benefits.

Elizabethtown College is a private, coeducational, liberal arts college with approximately 1,500 students. Located in Lancaster County, it is within 2 1/2 hours of Philadelphia, Washington, Baltimore, Topeka, and Kansas City. For more information, contact: Dr. Martha A. Farrow, Director of Personnel, Elizabethtown College, One Alpha Drive, Elizabethtown, Pennsylvania 17022.

A College representative will be interviewing at NASPA.

Deadline for initial screening of applications: March 11.

AAEO

## University of Nebraska Medical Center College of Nursing

### PROGRAM CO-DIRECTOR

The University of Nebraska Medical Center College of Nursing invites applications for the program co-director of a new primary care master's program to prepare family nurse practitioners for rural practice. Qualifications include: doctorate in nursing or related field or near completion, master's in nursing, national certification as FNP, eligible for Nebraska licensure. Responsibilities include oversight and planning for the new program in collaboration with the program director and other faculty, teaching in clinical courses, and ongoing research and scholarly activity. The position is part of the Nebraska Rural Health Education Network, efforts to increase health professionals in rural areas. Classes will be held at the Kearney Medical Center of the College of Nursing. The College offers baccalaureate, master's and Ph.D. programs in nursing with more than 500 students in four divisions. The climate is supportive of research and scholarly activity with interest and university grants available for pilot research. Opportunities exist for practice in rural settings. Position C. Yeaworth, Ph.D., Dean, University of Nebraska Medical Center, College of Nursing, 600 South 42nd Street, Omaha, NE 68198-5330. EOE/AA.

### ASSISTANT DIRECTOR FOR STUDENT INFORMATION SYSTEMS

Reporting to the Director of Computer Services, this position has responsibility for managing all aspects of a comprehensive student information system (SIS) comprised of student records, registration, admissions, financial aid, fee assessment, and other subsystems. The position will provide leadership and direction for the implementation of relational data-bases, Computer Assisted Systems Engineering, and for the integration of microcomputers into administrative systems support. This is a "hands-on" position. The work within the SIS unit, Georgia Southern University, a unit of the approximately 13,000 students. A Bachelor's degree plus seven years of experience in a DEC VAX/VMS or UNIX environment is a plus. Experience in the design, implementation, and management of administrative systems in an ORACLE environment is highly desirable. Salary Competitive. Will continue until position is filled. Date available: Immediately. Submit cover letter and resume to: Personnel Services, c/o Assistant Director for B104, Statesboro, GA 30460-8104. Georgia is an open records state. AA/EO/AA.

Recreation Two tenure-track assistant professor positions, one in recreation management and one in therapeutic recreation, are available August 1, 1992. Required: related field in recreation or closely related field, demonstrated ability to teach and to develop a research program. Candidates in therapeutic recreation must have a specialization in that field. Send applications and resumes to: Dr. Wayne Olson, Recreation Faculty Position, 104 Robinson Center, Georgia Southern University, Statesboro, GA 30460-8104. Applications received by April 15, 1992 will receive first consideration. An EOE/AA employer.

Recreation Two tenure-track assistant professor positions, one in recreation management and one in therapeutic recreation, are available August 1, 1992. Required: related field in recreation or closely related field, demonstrated ability to teach and to develop a research program. Candidates in therapeutic recreation must have a specialization in that field. Send applications and resumes to: Dr. Wayne Olson, Recreation Faculty Position, 104 Robinson Center, Georgia Southern University, Statesboro, GA 30460-8104. Applications received by April 15, 1992 will receive first consideration. An EOE/AA employer.

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## Associate Director Continuing Medical Education

Offering a broad range of services in planning and implementing CME activities, Long Island Jewish Medical Center, a renowned 825-bed tertiary care teaching center, seeks a proven professional to manage its CME accredited Continuing Medical Education Program. Successful candidate will assist faculty in needs assessment, program development and budgeting, while implementing and evaluating marketing/promotion strategies. Position requires a minimum of three years experience in a related academic setting as well as excellent communication, leadership and management abilities. Master's degree or equivalent experience a must.

Located on the Queens/Nassau border, you'll enjoy an attractive salary and comprehensive benefits package. For consideration, send resume (resumes without salary history/requirements will not be considered) to our Employment Manager, PO Box 3999H, New Hyde Park, NY 11042. An Equal Opportunity Employer.



## Long Island Jewish Medical Center

The Long Island Campus for the Albert Einstein College of Medicine

### ASSISTANT DIRECTOR OF RESIDENT LIFE NORTH CAMPUS

## UNIVERSITY OF MARYLAND AT COLLEGE PARK

### DEPARTMENT OF RESIDENT LIFE

The Assistant Director, North Campus, is responsible for providing leadership and supervision to a residential housing area of traditional high-rise halls with approximately 1,700 primarily first and second year students. The Assistant Director provides direction and coordinates the activities of the staff members working within the area and oversees the development of the physical environment of the area, and staff supervision and development. This position will supervise a full-time professional Academic Director, a clerical and several student employees.

QUALIFICATIONS: Master's Degree in Student Personnel Administration or a directly related field. A minimum of two years' experience in a residence hall administration is required. A minimum of two years' experience in a residence hall administration is required. A minimum of two years' experience in a residence hall administration is required.

Minority and female applicants are strongly encouraged to apply.

TO APPLY: This position is available June 1, 1992. For full consideration, submit a resume and the names, titles and telephone numbers of three professional references by March 20, 1992 to:

Dr. Martin  
Department of Residence Life  
1110 Cumberland Hall  
University of Maryland at College Park  
College Park, MD 20742

The University of Maryland at College Park is an Affirmative Action, Equal Opportunity Employer.

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## BULLETIN BOARD: Positions available

The Chronicle of Higher Education • February 19, 1992

## Director of Counseling/Student Support Services

### WASHTENAW COMMUNITY COLLEGE

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking a Director of Counseling/Student Support Services. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality are supported through a cultural enrichment of the arts, entertainment, Big Ten sports, and the surrounding metropolitan area.

The individual will serve as Director of Counseling and is responsible for the direction and operation of the Counseling, Guidance and Advising Center and the Office of Special Needs of the College. This program includes the student counseling program, student advising, counseling, psychological services, special needs, tutoring services, and coordinating the teaching of student service classes. The Director will also be responsible for target populations, student advocacy, community and constituency outreach and the development and implementation of strategies and programs which mobilize all elements of the College community in working toward student success.

The successful candidate must possess a Master's degree in Counseling or other relevant student services area, four years of counseling experience in student counseling activities at a community college or other institution of higher education, demonstrated understanding of student success principles and their application to community college instruction and advising programs, ability to communicate with a wide variety of internal and external constituencies and familiarity with special needs of target populations, familiarity with computerized data and information systems, and fully licensed or able to meet State of Michigan Counseling Licensure requirements.

Initial annual salary range is \$41,110-\$45,221 on a twelve-month base; administrative group/instructor classification level 09 with numerous fringe benefits. Deadline for receipt of official WCC application form is March 20, 1992. Resumes received in lieu of official WCC application form are not acceptable. Anticipated date of appointment is May 1, 1992.

Interested persons should send completed official WCC application form with credentials to: Washtenaw Community College, Office of Human Resources Management, 4800 E. Huron River Dr., Ann Arbor, MI 48106; 313-973-3497. Note: Transcripts, student copy acceptable, must accompany application in order for candidacy to be considered further.

The College, through its affirmative action goals, is seeking candidates who augment the diversity of its faculty, staff and administration. Women and minorities are encouraged to apply.

## ASSISTANT RESIDENCE DIRECTOR

You will share in the management of a residence hall housing 500-800 students, utilizing structured direct supervision and evaluation methods and student development theory as a base for enhancing student life. Manage a 24-hour desk operation; advise student groups; share in the training, supervision and evaluation of residence staff; programming; discipline; administrative responsibilities for aspects of hall operations and facilities management.

Requires a Bachelor's Degree or equivalent combination of education and experience, plus a minimum of 2 years' previous residence hall experience. Compensation package includes a starting salary of \$10,000, accommodations and meals (valued at \$6000), telephone, 12 credits of remitted tuition, comprehensive benefit package (valued at 30% of salary); 15 days paid vacation after one year; and the opportunity for professional development. Appointment is full-time for the nine-month academic year. Starting date is August 3, 1992.

Prior consideration will be given to complete applications received by April 15, 1992. Send a letter of application, resume and at least two current letters of reference to: Search Committee, Department of Human Resources, Skidmore College, 115 Broadway, Skidmore College, Saratoga Springs, NY 12858. For further information contact: Mary L. Langlie, (315) 443-3837. An Equal Opportunity/Affirmative Action Employer.

Religious Studies Assistant Professor. The Department of Religion at the University of Maryland at College Park is seeking a tenure-track assistant professor in the field of Religion. The successful candidate will teach and supervise graduate students in the field of Religion. The successful candidate will teach and supervise graduate students in the field of Religion.

Religious Studies Assistant Professor. The Department of Religion at the University of Maryland at College Park is seeking a tenure-track assistant professor in the field of Religion. The successful candidate will teach and supervise graduate students in the field of Religion. The successful candidate will teach and supervise graduate students in the field of Religion.

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## UNIVERSITY OF NEW ORLEANS

### DIRECTOR OF ENROLLMENT PLANNING

The University of New Orleans is currently seeking applications for the position of Director of Enrollment Planning. The Director will assist the Assistant Vice Chancellor in the strategic planning process for the Enrollment Management Division. The Director will design, develop, implement and evaluate enrollment strategies, including publications, which implement methodologies for program evaluation, data collection, and statistical reporting. The Director will provide leadership in creating a proactive student centered philosophy.

Requirements: Minimum of a Master's in Higher Education Administration, Student Personnel, or related field. Three years of progressive administrative experience in higher education in an enrollment management area required with preferred experience in admissions and/or recruitment. Excellent writing, verbal and analytic skills. Application process: Applicants should send a letter of interest which briefly addresses their strengths in the above areas, resume, and the names and phone numbers of at least three professional references. Review of applications will begin March 9, 1992, and continue until the position is filled.

Application should be sent to:

David Munroe  
Assistant Vice Chancellor for Enrollment Management  
University of New Orleans  
AD 2007  
New Orleans, LA 70148

UNO is an equal opportunity employer. Women and minorities are encouraged to apply.

## Director of Legal Writing

The University of Arkansas School of Law is seeking applications for the position of Director of Legal Writing. The Director oversees an integrated program of legal writing, research, and analysis and supervises a staff of three full-time Legal Writing instructors. The Director will receive full University benefits and a competitive salary commensurate with the successful applicant's qualifications and experience.

Applicants should have a record of high scholastic achievement in law school, extensive legal writing experience of a high caliber, and the ability to organize and direct a professional program. Evidence of prior supervisory responsibilities is preferred. Interested individuals should send a resume, law school transcripts, two letters of reference, and one writing sample to:

Associate Dean Mort Gittelman  
University of Arkansas School of Law  
Fayetteville, Arkansas 72701

All materials must be received by March 25, 1992.

The University of Arkansas School of Law is an affirmative action, equal opportunity employer.

## ELON COLLEGE

### STUDENT AFFAIRS

Elon College, a four year private institution of 3,200 students located in north central North Carolina, invites applications for the position of Student Affairs Director. The position should be held by a person with a Ph.D. in a related field and at least five years of experience in student affairs. The position should be held by a person with a Ph.D. in a related field and at least five years of experience in student affairs.

Immediate opening or June 1 starting date. The Director advises the student programming board and the faculty on student affairs and oversees the student programming board and the faculty on student affairs and oversees the student programming board and the faculty on student affairs.

Director of Greek Affairs. The Department of Greek Affairs at the University of New Orleans is seeking a Director of Greek Affairs. The Director oversees the Greek life program and oversees the Greek life program and oversees the Greek life program.

ELON COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER

MSU is an Affirmative Action, Equal Opportunity Employer.

Research/Biochemistry Postdoctoral Research Associate. Will study the effects of the anticancer drug cisplatin on DNA polymerase and on the DNA polymerase enzyme of calf thymus. Develop protocols to study DNA polymerase and on the DNA polymerase enzyme of calf thymus.

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## Your applications expertise is needed in a fast-paced business environment.

This may be your opportunity to further your career with a national leader in computing management services and higher education applications software.

Systems & Computer Technology is seeking individuals to conduct user training programs and provide support to our clients throughout the U.S. Excellent interpersonal skills and a higher education applications background in one or more of the following is needed to qualify:

- Student Admissions/Registration
- Human Resources
- Financial Aid
- Finance
- Alumni

Selected candidates will be responsible for maintaining strong, professional customer relationships and will have the opportunity for extensive travel.

We provide highly competitive salaries, an excellent benefits package and opportunity for advancement. For consideration, send your resume and salary requirements to: Dianne Downey, SCT, 4 Country View Road, Malvern, PA 19355.

For further information on career opportunities with SCT, call our JOB LINE at 1 (800) 722-2344. We are an equal opportunity employer.



## Director of Institutional Advancement

### Rosemont College

Rosemont College, a Catholic liberal arts college for women, located in suburban Philadelphia, seeks a Director of Institutional Advancement. The Director of Institutional Advancement will be responsible for the overall planning, management and leadership of development, alumni relations and public relations for the College. The Director will also be responsible for the College's anticipated major capital campaign programs, and for the College's anticipated major capital campaign programs, and for the College's anticipated major capital campaign programs.

Prior fundraising experience and excellent management, writing and PR skills essential. Campaign experience is highly desirable. Projected starting date, April, 1992. Send resume, cover letter, names and phone numbers of 3 references, and salary range requirements to: Roberto de Marco, Office of the President, Rosemont College, Rosemont, PA 19010. Affirmative Action, Equal Opportunity Employer.

At least one year in job offered or as a graduate. The one year's experience is to include one year's research experience in experimental and synthetic organic chemistry, organic photochemistry, and organic chemistry. The position is a full-time position with a salary range of \$22,000-\$30,000. Send resume, cover letter, and three references to: NYS Department of Labor, 111 North Canton Avenue, Rochester, New York 14604. Attention: P. Shapner. Refer to: NY0094547.

Research/Chemistry Senior Research Associate. Pennsylvania State University, University Park, Pennsylvania. The position is a full-time position with a salary range of \$22,000-\$30,000. Send resume, cover letter, and three references to: NYS Department of Labor, 111 North Canton Avenue, Rochester, New York 14604. Attention: P. Shapner. Refer to: NY0094547.

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PENNSTATE

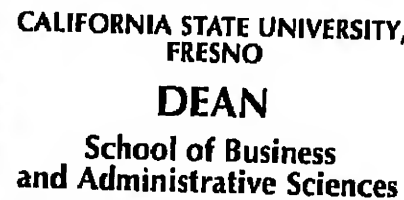
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 **DEAN**   
College of Health and  
Human Development

**DEAN**  
**Marquette University**  
**SCHOOL OF DENTISTRY**

**Polyacrylamide Gel Electrophoresis and Electroblotting Methods.** 40 hours per week, 9:00 a.m. to 3:00 p.m., \$13,800 per year. Must have proof of legal authority to work permanently in the U.S. Send re-  
sumés to Illinois Department of Employment Security, 401 South State Street, Chicago, Illinois 60605. Attn: Martha Cartagena. Reference #V-11. No call. An employer paid ad.





Dr. Ida M. Jones, Chair  
Search Committee for SOBAS Dean  
Office of the President  
California State University, Fresno  
Fresno, CA 93740-0048  
Phone: (209) 278-2324; FAX: (209) 278-4715

**UNIVERSITY OF  
MARY HARDIN-BAYLOR  
DEAN  
SCHOOL OF EDUCATION**

CHATHAM  
COLLEGE

Central voltage clamp and patch clamp and intracellular recording of excitable cells. Requires M.S. in Physiology and three (3) years experience in animal physiology. Salary is \$1916.67 per month. Apply at the Texas Employment Commission, Galveston, Texas; or send resume to:

Dean's Search Committee  
University of Colorado at Denver  
Campus Box 123, P.O. Box 173,364  
Denver, CO 80217-3,364

only living quarters, meals, utilities and a monthly stipend. Qualitative grade point average of 3.0 or above for last 60 hours of college course work. Effective 10/1/92. *Individual*

Purdue University is an equal opportunity, affirmative action employer. Minority and women candidates are especially encouraged to apply.

and ethnic/cultural pluralism  
community; encourages and sustains  
diversity of social programs; serves  
sort in student groups; selects, re-  
ops, supports and evaluates Reser-  
ops; evaluates, implements, re-

a duty and on-call coverage. He has a sensitivity to multicultural issues and support the creation of a diverse environment. This is approximately a 10 month position providing family therapy services, mental health, and a management position. \$21,500 to \$24,000.

Prasno, CA 93704, or call them at (209) 226-0720.

Send letter of application and resume to:  
Chika Nnamani, Associate Director  
Student Life, Illinois State University  
Normal, Illinois 61761. The Office  
Hours are 8:00 a.m. to 4:00 p.m.

supervision three to five residence hall  
ectors and facilitating the management  
vernity benefits. For more information,  
Please call 1-800-441-2345.

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## Metropolitan State College of Denver

**THE COLLEGE:** Metropolitan State College of Denver (MSCD), founded in 1963, is the largest four-year baccalaureate public institution in the United States. The College places a high value on teaching, learning, and personal interaction with students, and is committed to delivering quality undergraduate education, and to broadening both access and diversity. The faculty of MSCD are equally committed to service to the College and the surrounding community. The College is organized into three Schools: Business, Letters, Arts and Sciences, and Professional Studies. Located in downtown Denver, the College shares the 171-acre campus of the Aurora Higher Education Center with two other postsecondary institutions. A full- and part-time faculty of 850 offer undergraduate degrees to a diverse and talented student body. Currently, MSCD provides educational opportunities to approximately 18,000 residents of the greater Denver metropolitan area.

**THE SCHOOL/DEPARTMENT:** The School of Business offers the B.S. degree and currently enrolls approximately 4,500 students in six academic departments: Accounting, Computer Information Systems and Management Science, Economics, Finance, Management, and Marketing. Also housed in the School of Business are the Institute for Entrepreneurship and Creativity and the African American Leadership Institute. The School of Business is in the process of exploring applying for AACSB accreditation.

### POSITION:

Dean of the School of Business

### DUTIES:

Chief administrative officer of the School of Business, and reports to the Provost and Vice President for Academic Affairs. Under the advice of the School's faculty, the Dean is responsible for guiding the future development of the curriculum, and is also responsible for strategic planning and administrative oversight, including appointments, recruitment of faculty and staff, budgets, external relations, and fund raising. The Dean will be expected to advance the quality of undergraduate programs in the School of Business, their relationships with other academic units, and their importance to the College's external environment. The Dean will also be responsible for establishing and maintaining appropriate ties between the School and the business community, and will be expected to provide visionary leadership to the School of Business in strengthening the School and College as a whole as contributors to the educational and economic development of the region.

### QUALIFICATIONS:

The successful candidate will be a strong leader, with excellent interpersonal skills, and demonstrated success in team building and visionary academic planning. Accomplishments must include 1) sufficient background to qualify for a tenure senior faculty appointment; 2) successful administrative experience with business programs; 3) established record of effective planning and implementation of fund raising; and 4) development of beneficial relationships with public and private sector organizations. The successful candidate must possess an earned doctorate in a discipline appropriate to the School of Business, and must also have demonstrated skills and effectiveness in working with culturally diverse populations, and in recruiting and retaining students and faculty.

**RANK AND SALARY:** Will be based on credentials and experience.

**APPOINTMENT:** August 1, 1992.

### APPLICANTS MUST SUBMIT IN ADVANCE:

- letter of application
- current curriculum vitae
- names, addresses, and telephone numbers of at least five references

**NOTE:** Screening of applications will begin in mid-February 1992. Applications will be accepted until interviews begin.

**THE ABOVE MATERIALS ARE TO BE MAILED TO:**

Dr. David W. Williams  
Provost and Vice President for Academic Affairs  
Metropolitan State College of Denver  
Campus Box 173362  
Denver, Colorado 80217-3362

**METROPOLITAN STATE COLLEGE OF DENVER**

**IS AN EQUAL OPPORTUNITY EMPLOYER.**

**APPLICATIONS FROM MINORITIES AND WOMEN**

**ARE PARTICULARLY INVITED.**

## UNIVERSITY OF REDLANDS

### DEAN OF THE FACULTY of Arts and Sciences

Applications and nominations are invited for the position of Dean of the Faculty of Arts and Sciences. The Dean reports to the Vice President for Academic Affairs and oversees curriculum, personnel, and budget for 105 full-time faculty in 21 departments. The Dean is expected to teach one course per year and be qualified as a faculty member.

Candidates should have an earned doctorate in an appropriate discipline, a record of successful teaching and scholarship, and an ability to be a faculty advocate within a structure of shared governance. Those interested in developing a climate that values gender equity and cultural diversity are especially encouraged to apply.

The University of Redlands is a private, liberal arts university with a residential enrollment of 1500 students. It includes the Johnson Center for Individualized Learning, a school of music, and selected professional and graduate programs. There is, in addition, an off-campus adult education program. It is located in an attractive residential community of 65,000 about 60 miles east of Los Angeles.

Application review will begin on March 16. Position may be filled from July 1 to August 15, 1992. Applications, including a curriculum vitae, names and addresses of five references, and a personal statement of interest, should be sent to:

Dr. Frank F. Wong  
Vice President for Academic Affairs  
University of Redlands  
Redlands, California 92373-0999

Women and minority candidates are encouraged to apply.

### ASSISTANT DEAN OF STUDENTS MIDDLEBURY COLLEGE

Middlebury College is a highly selective educational liberal arts institution with approximately 2,000 undergraduates. Located on a beautiful campus in the Champlain Valley of Vermont, the College seeks an Assistant Dean of Students who is a member of the Dean of Students staff and works as a generalist in student services with specific responsibilities to include but not be limited to:

1. general academic advising of degree requirements
2. personal and disciplinary counseling
3. planning and coordination of mid-year orientation and graduation programs
4. responsibility for selection, training and supervision of Junior Counselors and House Directors in consultation with the Director of Residential Life
5. liaison with students from American College Consortium
6. other qualifications as determined by the Dean of Students

**QUALIFICATIONS:** Master's degree in counseling, student development theory, or other relevant discipline. At least two years of experience in a higher education setting. The successful candidate will be someone who has excellent communication skills and who can work effectively with students, faculty, and staff in a diverse and changing community.

Nominations or applications, and three letters of reference should be sent to:

Assistant Dean of Students Search Committee  
Office of Human Resources  
Middlebury College  
Middlebury, VT 05753

Closing date March 16, 1992.

Starting date: July 1, 1992.

able July 1, 1992. To Apply: Send letter of application, resume, philosophy statement, and list of four references to: Richard A. Hulse, Director of Human Resources, Grand Valley State University, 1400 Campus Drive, Grand Valley, MI 49401. GVSU is an Equal Opportunity, Affirmative Action Employer.

**Residence Life:** The University of Northern Colorado has several Graduate Assistant positions available for the 1992-93 academic year. Responsibilities include: assist in the administration of the residence life program, including the selection and supervision of Resident Assistants, oversee hall operations, and provide support to the Residence Life staff. Salary: \$14,100-\$15,900. Send resume and three letters of reference to: Dr. Richard A. Hulse, Director of Human Resources, Grand Valley State University, 1400 Campus Drive, Grand Valley, MI 49401. GVSU is an Equal Opportunity, Affirmative Action Employer.

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## DEAN COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT Lamar University - Beaumont

Applications and nominations are invited for the position of Dean of the College of Education and Human Development, Lamar University. The Dean is the chief academic officer of the college, reporting to the Executive Vice President for Academic and Student Affairs.

The University of Lamar University-Beaumont is the primary component of the state-supported Lamar University System which includes Lamar University-Orange, Lamar University-Yon Arthur, Lamar Institute of Technology, and the John Gray Institute. There are approximately 10,000 students in the Lamar University System. The Dean will be responsible for the academic and administrative leadership of the College of Education and Human Development. The college enrolls 2,000 undergraduates and 300 graduate students and has 40 faculty in the departments of Professional Education, Educational Leadership, Literacy Education, and Educational Technology. The college also enrolls students in the departments of Professional Education, Educational Leadership, Literacy Education, and Educational Technology. The college also enrolls students in the departments of Professional Education, Educational Leadership, Literacy Education, and Educational Technology.

**Qualifications:**

- Earned doctorate in a discipline represented in the college;
- Record of effective educational administration, including intellectual, curricular, and fiscal leadership;
- Knowledge and experience within the divisions of the college;
- Background of effective teaching, research and publications appropriate for appointment to the rank of professor;
- Demonstrated competence in interpersonal skills and collaborative efforts with internal and external constituents;
- Record of securing and allocating resources to provide quality undergraduate and graduate instruction, research, public service and outreach projects, including student recruitment.

The position is available in June 1992 or as soon thereafter as the selected candidate is available no later than September 1, 1992. Review of applications will begin on March 2, 1992.

Application/nomination procedures: Send letters of application or nomination to:

Dr. Harold Blackwell, Chair  
Education and Human Development Search Committee  
P. O. Box 10014  
Lamar University-Beaumont  
Beaumont, Texas 77710

Applications must include a letter of interest; vitae; names, addresses, and telephone numbers of three references. Women and minorities are encouraged to apply. Lamar University is an equal opportunity, handicap and affirmative action employer.

## ACADEMIC DEAN Rosemont College

Rosemont College, located in suburban Philadelphia, invites nominations and applications for the position of Academic Dean.

Founded in 1921 by the religious of the Society of the Holy Child Jesus, Rosemont College is a selective, four-year, Catholic liberal arts institution for women which offers B.A., M.A., B.S. degrees and also M.Ed. degrees for men and women.

The Academic Dean, as chief academic officer, provides educational leadership for the academic community. Responsibilities include curriculum coordination, program assessment, faculty development, and evaluation and overall direction of the instructional program.

Review of applications will begin March 9 and continue until the time of selection. Please send a letter of interest, vitae, names, addresses and telephone numbers of three references to:

Dr. Suzanne Variboli  
Chair, Search Committee  
Rosemont College  
Rosemont, PA 19010

Rosemont College is an Affirmative Action Equal Opportunity Employer.

Omaha, Nebraska 68178. Creighton University is an equal opportunity employer.

**Residence Life:** The University of Northern Colorado has several Graduate Assistant positions available for the 1992-93 academic year. Responsibilities include: assist in the administration of the residence life program, including the selection and supervision of Resident Assistants, oversee hall operations, and provide support to the Residence Life staff. Salary: \$14,100-\$15,900. Send resume and three letters of reference to: Dr. Richard A. Hulse, Director of Human Resources, Grand Valley State University, 1400 Campus Drive, Grand Valley, MI 49401. GVSU is an Equal Opportunity, Affirmative Action Employer.

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## DEAN COLLEGE OF ARTS AND SCIENCES Florida International University

Florida International University invites applications and nominations for the position of Dean of the College of Arts and Sciences. The Dean reports to the Provost, provides leadership in undergraduate and graduate program development, and coordinates overall administration of 18 departments, including the humanities, natural and social sciences, visual and performing arts, and the School of Computer Science. The College of Arts and Sciences has more than 4,000 majors and 300 full-time faculty. Degrees are awarded in numerous fields from the bachelor's through the doctorate. About two dozen additional graduate programs are projected for implementation over the next five to seven years.

Florida International University, a member of the State University System of Florida, is in its twentieth year of operation. It is located on two campuses in the greater Miami area and enrolls approximately 23,000 students in 180 undergraduate and graduate degree programs.

The successful candidate should have a record of intellectual accomplishment worthy of tenure within the College at the rank of professor, the ability to provide academic leadership and a commitment to recruiting and retaining a diverse faculty and student body. Experience in a system with faculty collective bargaining is desirable. Minority and women candidates are urged to apply.

The search and selection process will be conducted in accordance with provisions of the "Government in the Sunshine" laws of the State of Florida. Meetings and all documents related to the search are open to the public.

Salary range is competitive, depending on qualifications and experience. Anticipated starting date is August, 1992.

Applicants should submit a letter of interest, curriculum vitae, and the names, addresses and phone numbers of three references to:

Professor Mary L. Volcansek  
Chair, Arts and Sciences Dean Search Committee  
Florida International University  
University Park, FL 33199  
Miami, Florida 33199

Applications and nominations must be postmarked by February 27, 1992.

An Equal Opportunity, Equal Access, Affirmative Action Employer

## Executive Dean

College of DuPage is a progressive community college, located just 25 miles west of Chicago, and in its 25th year of service to the district. Serving more than 36,000 students, we seek a full time Administrative Chief Academic Officer for the central campus. Responsibilities include supervision of 6 division deans and an international studies coordinator, long range planning, budget development, faculty requirements, and evaluation and overall direction of the instructional program.

A Master's Degree in a common academic discipline plus a successful teaching record and 3 years academic administrative experience is required; or an equivalent combination of education and experience. Excellent communication skills essential.

Starting date: July 1, 1992. Starting salaries normally range from \$54,800 - \$61,200 but are dependent upon education and experience. We also offer a generous benefits plan. This position remains open until filled. Screening begins March 15th. Please send a letter to request an application packet or call:

708-858-2800, Ext. 2460

Office of Human Resources  
COLLEGE OF DUPAGE  
Glen Ellyn, IL 60137  
aj/eoe

Minorities are encouraged to apply

To maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible.

or related field preferred: Bachelor's degree required. Candidate must possess strong leadership and communication skills and a commitment to student development. The successful candidate will be responsible for the development of educational, social, and recreational programs within the Quadangle. In addition, the Quadangle Director is responsible for maintaining accurate records, personnel files, and budgeting. She/he assists in the development of departmental committees within the Quadangle. In addition, the Quadangle Director is responsible for the development and implementation of the Quadangle's policies and procedures. This is a full-time, twelve-month, live-on position. Salary: \$54,800-\$61,200. Send resume and three letters of reference to: Dr. Richard A. Hulse, Director of Human Resources, Grand Valley State University, 1400 Campus Drive, Grand Valley, MI 49401. GVSU is an Equal Opportunity, Affirmative Action Employer.

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### Associate Provost for Affirmative Action

**The College of William and Mary**

The College of William and Mary is a public university dedicated to excellence in undergraduate and graduate education. The undergraduate programs are in the liberal arts and sciences and business administration. The graduate programs are in arts and sciences, business administration, education, law, and medicine. The College employs 760 instructional, administrative and professional faculty plus more than 1,500 classified and hourly staff personnel.

The Associate Provost for Affirmative Action reports to the Provost and is the principal policy advisor to the President, the Provost, the academic deans, the development and implementation of affirmative action policies regarding race, ethnicity, gender and diversity at the university and the integration of such programs and policies into the academic planning of the university. The Associate Provost for Affirmative Action provides leadership in diversity enhancement programs of the university, coordinates personnel and administrative issues associated with the recruitment, selection and appointment of instructional, administrative and professional faculty, recommends and monitors student diversity, procedures and reward structures. The Associate Provost for Affirmative Action also oversees the other activities appropriate and necessary to the office.

Applicants/nominees should possess effective experience in diversity enhancement and affirmative action policy-making as a faculty leader, administrator, or comparable legal/technical expert. A terminal degree or higher is required; a terminal degree strongly preferred. While the position is administrative in nature, tenure or tenure-like teaching credentials. Compensation is competitive and commensurate with experience and qualifications.

Nominations and applications including curriculum vitae and the names, addresses, and telephone numbers of three references should be forwarded to: Dean A. Scott, Acting Associate Provost for Academic Administration, College of William and Mary, P.O. Box 2795, Williamsburg, VA 23187-2795. The deadline for receipt of applications is March 19, 1992. Women and minorities are encouraged to apply.

The College of William and Mary is an Affirmative Action, Equal Employment Opportunity Employer.

### WEST GEORGIA COLLEGE

#### Vice President and Dean of Faculties

West Georgia College invites applications and nominations for the position of Vice President and Dean of Faculties.

The Vice President and Dean of Faculties is the chief academic officer and advisor to the President with administrative responsibility for coordinating all the academic programs, research and service activities of the College. The Vice President and Dean of Faculties is the ranking College official who acts in the absence of the President.

West Georgia College has a student enrollment of approximately 7,300 (2,100 of whom are graduate students), employs a full-time faculty of 263, and offers a variety of undergraduate programs in the School of Arts and Sciences, Business, and Education. The Graduate School offers an array of programs for the master and specialist degrees as well as a cooperative Ed.D. degree with the University of Georgia.

West Georgia College, a comprehensive senior college of the University System of Georgia, is located in Carrollton, a pleasant community of approximately 2,000 residents about 50 miles west of Atlanta. Carrollton has very good schools, extensive recreational facilities, and a economy balanced by industry, higher education, and retailing.

Candidates for the position must have an earned doctorate or appropriate terminal degree; extensive full-time college teaching, research, and administrative experience in progressively responsible positions; scholarly qualifications sufficient to merit appointment as a professor in one of the institution's academic departments; superior ability in oral and written communication; a strong commitment to academic quality and effective interpersonal skills.

Salary is competitive and commensurate with qualifications and experience. Position will be open January 1, 1993. Starting date is negotiable.

Candidates should send a resume, official transcripts, a personal letter of interest indicating how their qualifications meet the needs of this position, and the names, addresses, and telephone numbers of three references to the address below. Additionally, candidates should have three letters of reference sent to:

Dr. Jeanette Bernhardt, Chairman  
Vice President and Dean of Faculties Search Committee  
West Georgia College  
P.O. Box 2000  
Carrollton, GA 30118  
(404) 836-6552

Review of applications and nominations will begin May 1, 1992. The names of applicants and nominees, resumes, and other general evaluative materials are subject to public inspection under the Georgia Open Records Act. West Georgia College is an Affirmative Action, Equal Opportunity Employer, and strongly encourages the applications and nominations of women and minorities.

Please address nominations and application to:  
Chair, Search Committee for the Associate Vice President,  
Administration and Enrollment Services  
California State University, Hayward  
Hayward, CA 94642-3407

### Medcenter One College of Nursing PROVOST/DEAN

Applications and nominations are invited for the position of Provost/Dean, College of Nursing, Medcenter One College of Nursing is an NLN accredited Baccalaureate program. The college offers a curriculum leading to the degree Bachelor of Science (BSN) in nursing. An earned doctorate, a master's degree in nursing, and experience teaching at the college level are required. In addition, the candidate should have demonstrated successful leadership and administration in a professional nursing program either as an Assistant Dean or as a nursing school administrator. The position is a full-time, permanent position. The position is open immediately; starting date negotiable. Top salary and benefits. Application including current vitae should be sent to:

Chairman, Search Committee  
Medcenter One  
300 North 7th Street  
Bismarck, ND 58501  
(701) 224-6128

Equal Opportunity Employer

Medcenter One College of Nursing is an NLN accredited Baccalaureate program. The college offers a curriculum leading to the degree Bachelor of Science (BSN) in nursing. An earned doctorate, a master's degree in nursing, and experience teaching at the college level are required. In addition, the candidate should have demonstrated successful leadership and administration in a professional nursing program either as an Assistant Dean or as a nursing school administrator. The position is a full-time, permanent position. The position is open immediately; starting date negotiable. Top salary and benefits. Application including current vitae should be sent to:

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### CALIFORNIA STATE UNIVERSITY, HAYWARD ASSOCIATE VICE PRESIDENT, ADMISSIONS AND ENROLLMENT SERVICES

**THE POSITION**

The Associate Vice President is responsible for planning and directing four separate units associated with enrollment services: the Office of Admissions and Records, the Office of Student Services, the Office of Student Financial Aid, and the Office of Student Development. This officer reports to the President and Vice President for Academic Affairs, and oversees approximately 60 staff members and maintains close liaison with the Vice President for Student Services. Responsibilities include: planning, developing, and implementing enrollment policies and procedures; managing the admission process; coordinating the financial aid process; and overseeing the student development process. The Associate Vice President also serves as a liaison to the community and the media.

**QUALIFICATIONS**

Applicants should have a Master's Degree, at least five years' responsible experience in an office of admissions and enrollment services or a university office of comparable complexity; experience in working with a diverse student population; ability to lead a large organization; and experience in planning and budgeting.

**THE UNIVERSITY**

California State University, Hayward (CSUH) is a comprehensive, regional university community located in the heart of the San Francisco Bay Area. CSUH serves over 15,000 students and is a member of the California State University System. The university is committed to academic excellence, research, and service to the community.

**ADDITIONAL INFORMATION**

CSUH is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply. Salary is competitive and commensurate with experience and qualifications. The position is open immediately; starting date negotiable. Top salary and benefits. Application including current vitae should be sent to:

Chair, Search Committee for the Associate Vice President,  
Admissions and Enrollment Services  
California State University, Hayward  
Hayward, CA 94642-3407

Equal Opportunity Employer

Medcenter One College of Nursing is an NLN accredited Baccalaureate program. The college offers a curriculum leading to the degree Bachelor of Science (BSN) in nursing. An earned doctorate, a master's degree in nursing, and experience teaching at the college level are required. In addition, the candidate should have demonstrated successful leadership and administration in a professional nursing program either as an Assistant Dean or as a nursing school administrator. The position is a full-time, permanent position. The position is open immediately; starting date negotiable. Top salary and benefits. Application including current vitae should be sent to:

Chairman, Search Committee  
Medcenter One  
300 North 7th Street  
Bismarck, ND 58501  
(701) 224-6128

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Equal Opportunity Employer

### Assistant Vice President for Facilities Planning and Management

Bridgewater State College is seeking a senior level administrator for the newly created position of Assistant Vice President for Facilities Planning and Management. Reporting to the Assistant Vice President for Planning and Management, the successful candidate will be responsible for the physical plant operations and support services, hazardous materials management, energy conservation, transportation and parking.

The College is a comprehensive public college located in southeastern Massachusetts, approximately 30 minutes from both Boston and Cape Cod, in a beautiful New England town in the fastest growing region of the state. The College serves 5,000 full-time undergraduate and 2,000 students total, with Baccalaureate and Master's level programs in the liberal arts and sciences with 1,000 students living in residence halls. The College currently employs approximately 100 full-time and part-time faculty, administrative and support staff.

The Bridgewater State College campus is situated on 170 acres and comprises 28 buildings, traditional and modern. Construction on the \$10 million Old Colony Center for Technological Applications will begin in the fall of 1992. The building will be approximately 45,000 square feet and will house technologically sophisticated resources including electronic classrooms and an electronic educational curriculum center linked via fiber optic cable, microwave, and satellite dishes.

The successful candidate will have a graduate degree in architectural or engineering sciences or in a related field with five years of senior managerial experience in facilities management, administration and planning are required. A professional engineering license and additional education in business or public administration preferred. Preference will be given to candidates who have experience in a college or university setting.

**Salary:** Competitive  
**Starting date:** Approximately August 1, 1992  
**Deadline for complete application file:** Letter of intent, a current resume, and the names, addresses and telephone numbers of the professional references must be postmarked no later than March 30, 1992.

Address all inquiries to: Professor Frederick Sheppard, Chairperson, Search Committee, c/o Office of Human Resources, Bridgewater State College, Bridgewater, MA 02825



### Bridgewater STATE COLLEGE

#### Vice Chancellor for Academic Affairs

**The University of Illinois at Chicago**

Nominations and applications are invited for the position of Vice Chancellor for Academic Affairs at the University of Illinois at Chicago. The Vice Chancellor for Academic Affairs is the chief academic officer and chief operating officer of the University of Illinois at Chicago in academic affairs. The Vice Chancellor is responsible for the academic quality and administration of the University of Illinois at Chicago. The Vice Chancellor is also responsible for the academic planning and development of the University of Illinois at Chicago. The Vice Chancellor is a member of the Board of Trustees of the University of Illinois at Chicago.

**QUALIFICATIONS:** The applicant must have an earned doctorate, administrative experience in higher education, and a demonstrated commitment to diversity in the university community. The successful candidate will have demonstrated leadership in the area of student affairs, an ability to communicate with students and peers and a record of achievement in the area of student affairs. The successful candidate will also have demonstrated leadership in the area of student affairs, an ability to communicate with students and peers and a record of achievement in the area of student affairs.

**THE UNIVERSITY:** Washington State University, founded in 1890 as the largest institution of the State of Washington, is a dynamic academic community. With an average enrollment of approximately 18,000 students at the Pullman campus and at the three branch campuses, it is one of the largest residential universities west of the Mississippi with more than 55 percent of the student body living in campus housing. The nature of residence living and the University's setting combine to produce unique opportunities to focus on student educational and social growth, and in this context, the Division of Student Affairs is central to accomplishing the goals of the University.

**APPLICATIONS:** Nominations are encouraged. A letter of application, a current vitae and a list of five references (including telephone and addresses) must be sent (postmarked) no later than April 1, 1992. References will not be contacted without prior notification of the applicant. Application and nominations should be sent to the Chair of the Search Committee:

Dr. Jan Rocco  
Chair, Search Committee for Vice Chancellor  
for Academic Affairs  
Office of the Chancellor  
University of Illinois at Chicago  
2833 Chicago, IL 60680  
Chicago, Illinois 60680

The University of Illinois is an affirmative action, equal opportunity employer.

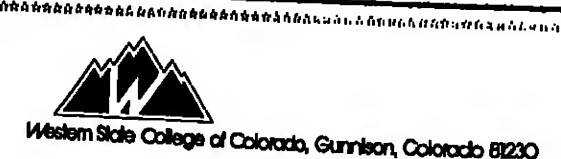
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### VICE PRESIDENT FOR DEVELOPMENT

The Vice President for Development will have responsibility for a new fundraising program which will include annual fund, corporations and foundations, major donors and liaison to the Western State College Foundation. The current function of the Foundation is to manage, not raise, private funds for the College. The annual fund, the most active component of the current program, has been in existence for three years. The position will report to the President of the College.

Western State College is a public liberal arts institution with approximately 2,500 students and 116 faculty members. There are 21 majors, including the professional disciplines of education, business and recreation. The College is in Gunnison, a mountain town of 4,600, two hundred miles southwest of Denver.

Those interested in applying or being nominated should:

- have at least 5 years of development experience, with at least 3 years in higher education development
- be aware of current trends and practices in higher education development
- be familiar with liberal arts colleges and their missions
- be able to work with diverse internal and external constituencies
- have strong writing, speaking and organizational skills
- be willing to travel frequently

Candidates shall have demonstrated successful experience in all facets of fund raising including participating in a capital campaign in an academic setting as well as in business or public administration. A strong understanding of the college and its needs is essential. The position is a full-time position with a salary commensurate with experience and qualifications.

The College strongly encourages the application of women and minorities. Salary and benefits are competitive. Applications and nominations are due April 3, 1992 with the appointment to begin as soon as possible after selection.

Applicants should include a letter of interest, a vita and five references, none of whom will be contacted without the permission of the candidate. Please send applications to:

Kaye Howe  
President  
Western State College  
Gunnison, Colorado 81231  
Western State College, one of four of the State Colleges of Colorado, is an Affirmative Action, Equal Opportunity Employer.

### ADMINISTRATOR

#### Joseph W. Jones Ecological Research Center Ichauway, Georgia

The Joseph W. Jones Ecological Research Center invites applications for the position of Administrator. As the chief administrative and financial officer of the Center, the Administrator is responsible to the Director for the direction, quality and administration of operational policies and practices, financial policies and procedures, budget preparation and control, facilities and maintenance, human resources, security, library, computer system and other services to support the research, conservation and educational mission of the Center.

**Qualifications:** Extensive experience in the management and operation of business and financial affairs of a complex research and educational institution, to include external grants and contracts, and an advanced degree in an appropriate field is preferred, as well as excellent administrative, interpersonal, written and oral communications skills.

The Joseph W. Jones Ecological Research Center is a new independent institution founded by the Robert W. Woodruff Foundation at Ichauway, a 28,000-acre research center in southwest Georgia. The objective of the Center is to develop a program of excellence in ecology and natural resource management that includes research, educational and conservation goals. The Center is currently in the development stage and will build toward a large size of management and support personnel. The Administrator has a unique opportunity to contribute to the development of facilities and programs of this future research center of national significance.

The Center is located near Albany and Bainbridge, GA. The former is a growing business center of SW GA with a population of 110,000, excellent health care facilities, diverse cultural and recreational activities, and beautiful nearby forests, agricultural lands, lakes and rivers.

Salary is competitive and commensurate with experience, plus a solid benefits package. Letters of application, resumes, and names of three references should be mailed by March 2 to Dr. Lindsay Ross, Director, Joseph W. Jones Ecological Research Center, Ichauway, Route 2, Box 2334, Newton, GA 31770. Fax (912) 774-4707. It is anticipated that the interviewing and selection process will be completed by April, 1992.

The positions are filled. The university reserves the right to fill the positions earlier than the announced date and to extend the date as it requires. An MSW degree is required for candidates for junior level positions; all positions require a doctorate in a social work related field, previous teaching experience, and demonstrated scholarship. Experience should include child welfare specialist with knowledge of health and mental health issues related to this population; and experience in human behavior as related to mental health and social work. Experience in research and macro systems, clinical practice, research, policy and procedures. Women and minorities are encouraged to apply.

**Social Work:** The Social Work Program of Mercyhurst College invites applications for the position of Assistant Professor of Social Work to start Fall 1992. Position requires an MSW with a minimum of two years post-master's teaching experience. Ph.D. or DSW in social work and teaching experience preferred. Mercyhurst is a small liberal arts college with a strong commitment to social work education. The Social Work Program is accredited by CSWE. Rank and salary commensurate with experience. Women and minorities are encouraged to apply. Letter of application, vita, and three references by April 1, 1992 to Carol Trivette, ACSW, Social Work Program, Mercyhurst College, 2200 University Hill, Erie, Pennsylvania 16546. AA/EEOE.

**Social Work:** The School of Social Work at San Diego State University anticipates two positions are filled. The university reserves the right to fill the positions earlier than the announced date and to extend the date as it requires. An MSW degree is required for candidates for junior level positions; all positions require a doctorate in a social work related field, previous teaching experience, and demonstrated scholarship. Experience should include child welfare specialist with knowledge of health and mental health issues related to this population; and experience in human behavior as related to mental health and social work. Experience in research and macro systems, clinical practice, research, policy and procedures. Women and minorities are encouraged to apply.

**Sociology:** Cornell University, Department of Rural Sociology has a tenure-track, 12-month position for Assistant Professor in environmental sociology. Preference given to persons with interests in the interface of rural and agricultural systems, natural resource use and environmental problems. Ph.D. required. Two years of teaching and research experience in rural sociology. Additional c.v. should be submitted.

**Female and minority candidates are encouraged to apply.** Please submit a letter of application, vita, and transcripts to David L. Brown, Chair, Department of Rural Sociology, 135 Warren Hall, Cornell University, Ithaca, New York 14853. Candidates should arrange for letters of reference to follow.

### WASHINGTON STATE UNIVERSITY Pullman, Washington

#### Vice Provost for Human Relations and Resources

Washington State University invites applications and nominations for the position of Vice Provost for Human Relations and Resources. This person has direct and coordinating responsibilities for policies, procedures, and programs which affect the quality of human relations and the development of human resources in relation to a multicultural and diverse community. This person reports directly to the Provost and provides intellectual leadership for academic and curricular changes that ensure an environment for learning and development of students, staff, and faculty. This senior level administrator provides leadership in the system-wide strategy to recruit and retain a diverse enrollment of undergraduate and graduate students, faculty, and personnel at all levels.

The University of Washington State University, set in the rolling hills of the Palouse near the eastern border between Washington and Idaho, is a comprehensive, land-grant research institution located in Pullman, a community of 23,000 people. Washington State University has approximately 17,000 students, 1,840 faculty, and annual budget of \$269 million. WSU is a branch campus of the main campus at Pullman, and three other campuses in Spokane, Tri-Cities, and Vancouver. The University offers graduate, professional, and undergraduate degrees through it colleges of Agriculture and Human Economics, Business and Economics, Education, Engineering and Architecture, Humanities and Social Sciences, Nursing, Pharmacy, Sciences, and Veterinary Medicine.

**Responsibilities:** The Vice Provost for Human Relations and Resources has the authority to develop and implement policies and procedures to enable the University to promote its goal of enhancing a multicultural and diverse community. This person carries administrative responsibility for university personnel systems, provides strategic leadership, monitors progress, by personal example and through others, and ensures the highest quality of human relations and resources. The Vice Provost coordinates linkages with academic affairs and instruction to facilitate academic and curricular transformation. This person serves as the primary representative of the University in multicultural/equity/personnel issues on the local, state, and national levels. The Vice Provost coordinates an annual evaluation and update on the progress of human relations and human resource development at the University. Other duties include Student Services, Human Resource Services, Personnel, Human Rights (Affirmative Action), Minority Affairs, Ombudsman, and Women's Resource and Research Center, as well as other duties as assigned by the Provost.

**Qualifications:** Earned doctorate; evidence of the ability to provide intellectual leadership for academic and curricular changes broad experience working with diverse university or public constituencies; evidence of strong leadership, administrative, interpersonal, organizational, and communication skills; a history of working successfully with people from diverse backgrounds; demonstrated understanding of methods for effecting organizational change and innovation in human relations and human resource development at the University. Other duties include Student Services, Human Resource Services, Personnel, Human Rights (Affirmative Action), Minority Affairs, Ombudsman, and Women's Resource and Research Center, as well as other duties as assigned by the Provost.

**Salary:** Salary will be competitive and commensurate with experience. Applications: The targeted start date for the position is July 1, 1992. The search committee will begin to review applications immediately and continue until the position is filled. To ensure consideration, applications must be received by March 13, 1992. Applicants should provide a current resume and the names, addresses, and phone numbers of five references to: Dr. Nancy Baker, Chair, Search Committee, Vice Provost of Human Relations and Resources, Office of the Provost, 425 French Administration Building, Pullman, WA 99164-1046.

Washington State University has a strong institutional commitment to the principles of diversity. In that spirit, it is particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals. WSU is an Equal Opportunity, Affirmative Action Employer and Employer. Protected group members are encouraged to apply.

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Chairman, Search Committee  
Medcenter One  
300 North 7th Street  
Bismarck, ND 58501  
(701) 224-6128

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## VICE PRESIDENT FOR ACADEMIC AFFAIRS

California State Polytechnic University, Pomona, invites applications and nominations for the position of Vice President for Academic Affairs. Cal Poly Pomona, a public university, is one of 20 campuses in the California State University System. The campus is located approximately 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. The university is noted for its scenic and historic 1,400-acre campus, once the winter ranch of cereal magnate W. K. Kellogg, located within an hour's drive of beaches, mountains, and the desert. Within a 25-mile radius of the university is a rapidly growing student population of approximately 19,000 (14,600 FTEs and approximately 58% ethnic minorities). Students are enrolled in a wide range of programs, including 3.8 million people. Cal Poly Pomona has a rapidly growing student population, with approximately 900 full-time and part-time students. During the 1990-91 academic year, the university conferred 2,861 bachelor's and 291 master's degrees. The university is committed to diversifying its faculty and staff, and has made racial/ethnic equality one of its highest priorities.

**The Position**  
The Vice President for Academic Affairs is responsible for providing leadership and management for all instructional and academic support areas of the university. As the university's chief academic officer, the Vice President oversees academic policy and program development, and is responsible for the university's academic environment, including collegiality, diversity, and social development. The Vice President also oversees the university's academic support areas, including the Office of Academic Affairs, the Office of Institutional Advancement, the Office of Student Development, the Office of Continuing Education, the Office of International Education, the Office of Distance Learning, the Office of Regenerative Studies, and the Office of Academic Affairs.

One of four senior executive officers, the Vice President for Academic Affairs reports directly to the President and works closely with the President and the Vice President for Institutional Advancement. Reporting to the Vice President for Academic Affairs are the deans of the College of Agriculture, Arts, Business Administration, Engineering, Environmental Design, and Sciences; the deans of the Schools of Education and Hotel and Restaurant Management; the Associate Vice President for Academic Affairs; the Associate Vice President for Institutional Advancement; the Associate Vice President for Student Development; the Associate Vice President for Continuing Education; the Associate Vice President for International Education; the Associate Vice President for Distance Learning; the Associate Vice President for Regenerative Studies; and the Associate Vice President for Academic Affairs.

**Qualifications**  
Candidates for the position must hold an earned doctorate or other terminal degree from an accredited institution, demonstrate a successful record of achievement in teaching, research, and scholarship, and have a minimum of five years of experience in an academic department. Candidates also must have a minimum of five years of experience in an administrative position, including at least three years in a position at or above the level of the position. All candidates will be judged on the basis of their ability to provide effective leadership and management, and on demonstrated skill in developing good working relationships with people from diverse backgrounds. Candidates must demonstrate knowledge and experience with comprehensive academic planning and evaluation, successful experience with campus spokesperson, and ability to write and speak effectively. It is essential that all candidates demonstrate their ability to be responsive to the educational and institutional goals of the university and its increasingly diverse ethnic, cultural, and international character.

**Appointment**  
The university seeks to fill this position by August 1, 1992, but is willing to negotiate a later date as appropriate.

**Compensation**  
Starting salary will be competitive and commensurate with qualifications and experience. The position includes a broad, attractive benefits package.

**Nominations and Applications**  
Nominations and applications should be addressed to:  
Academic Vice President Search Committee  
c/o Dr. Bob H. Sauer, President  
California State Polytechnic University  
3801 West Temple Avenue  
Pomona, California 91768-4020

Nominees for the position will be invited to apply. All candidates must submit a complete formal application, which will consist of the following: a) a letter of interest, including a statement of how the candidate's values, interests, and abilities align with the university's mission; b) a current curriculum vitae; c) a list of references; and d) a letter of recommendation from a peer or superior. The position is an Equal Opportunity position. The university is an affirmative action employer. The university is an Equal Opportunity employer. The university is an affirmative action employer.

**Spanish Assistant Professor**  
Southern Arizona University, Tucson, Arizona, is seeking a full-time, three-semester replacement position for a Spanish Assistant Professor. The position is in the Department of Spanish and Portuguese. The candidate must have a Ph.D. in Spanish and a minimum of five years of teaching experience. The position is an Equal Opportunity position. The university is an affirmative action employer. The university is an Equal Opportunity employer.

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Pittsburgh, Pennsylvania 15232

## VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Chatham College, an independent liberal arts college for women located in Southwestern Pennsylvania, 116 miles from Pittsburgh, is seeking a Vice President for Institutional Advancement. Reporting to the President of the College, the Vice President will oversee development, alumni and public relations. A significant fundraising record is required, with at least three years in educational and non-profit settings. A self-starter with strong leadership, management and interpersonal skills required.

Chatham College, located in Pittsburgh, has an enrollment of 650 students. The College, now in its 123rd year, has an enrollment of 650 students. The College, now in its 123rd year, has an enrollment of 650 students.

Salary is competitive. Position is available immediately. Candidates must submit a letter of interest, a current resume, and the names, addresses and phone numbers of three references to:

Personnel Office  
Chatham College  
Woodland Road  
Pittsburgh, PA 15232

EOE

Review of resumes will begin March 15.

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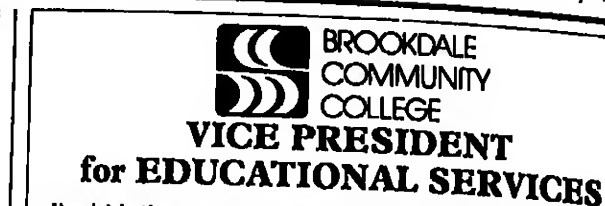
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## VICE PRESIDENT for EDUCATIONAL SERVICES

Brookdale Community College invites nominations and applications for the position of Vice President for Educational Services. The Vice President reports to the President of the College, the Chief Academic Officer of the College. The Vice President is responsible for providing leadership in the development and evaluation of educational programs, the improvement of the educational process and educational support services; faculty development and evaluation; budget planning; and personnel decisions for the Educational Services Division of the College.

Brookdale is a nationally-recognized institution completing twenty-five years of dedication to total student development and community service. Having completed its first year with a new President, Brookdale seeks an individual committed to progressive educational leadership in a two-year college setting who will participate in Brookdale's educational development into the twenty-first century.

Brookdale is an innovative and comprehensive open-admissions, two-year college offering A.A., A.S., and A.A.S. degrees and certificate programs in approximately 60 academic areas. The campus is located in an attractive area of Monmouth County, New Jersey, 50 miles south of New York City. The county's population is diverse, and the College maintains four community learning centers which provide education to the urban communities of the county. The College enrolls approximately 13,500 credit students (approx. 7,500 FTE) and 21,000 students in non-credit programs.

A recent review and renewal of the College's mission, a revitalized collegial governance process, strong enrollments, and stable local funding have positioned the institution for taking on its next quarter century of challenges. The Vice President for Educational Services will play a major role in fulfilling those challenges.

**MINIMUM QUALIFICATIONS**

- An earned doctorate from an accredited institution is required or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired.
- Five years of progressively more responsible academic administration.
- Demonstrated experience in teaching and curriculum development, for at least three years full time, preferably in a community college.

**DESIRED QUALIFICATIONS**

- Experience in the public, two-year college.
- Demonstrated leadership as well as communication and interpersonal skills.

**APPLICATIONS**  
The review of credentials will begin on March 2, 1992, and will continue until the position is filled. Nominations and applications should be sent to:

Karyn M. Jeffery  
Executive Assistant to the President  
Brookdale Community College  
Newman Springs Road  
Lincroft, New Jersey 07738

All inquiries, nominations and applications will be held in the strictest confidence. Brookdale Community College is an equal opportunity, affirmative action employer, and actively seeks nominations of and applications from minority and female candidates.

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## University of Wisconsin-La Crosse

### Provost/Vice Chancellor for Academic Affairs

**Responsibilities**  
As the ranking academic officer of the University, the provost/vice chancellor reports to and acts in the absence of the chancellor. Working within the context of strong shared governance, the provost/vice chancellor is responsible for providing dynamic and imaginative leadership to include educational policy and academic programs development, enrollment management, academic and strategic planning, design for diversity, academic personnel decisions, resource planning and allocation, major university initiatives in teaching, research, extramural funding, information technology, academic computing, libraries and library systems, and effective participation and interaction with UW System colleagues. The provost/vice chancellor will promote a healthy campus through strong programs in student services, equal employment opportunity, affirmative action, cultural diversity, and international programs. The provost/vice chancellor will also provide leadership for public service activities closely related to the academic goals of the University and will represent the University to other constituencies at the chancellor's request. Reporting directly to this office are the academic deans, associate vice chancellor for Student Development, director of Graduate Studies, director of Continuing Education & Extension, director of International Education, director of Library and Media Services, and the special assistant to the vice chancellor for institutional research.

- An earned doctorate and distinguished record in teaching, service, and leadership in higher education sufficient to warrant appointment to the rank of professor with tenure in an appropriate academic unit.
- The years of progressive experience in higher education administration.
- Consultative skills to relate effectively with students, faculty, academic staff, alumni, administrators, and community members.
- Demonstrated ability to work with others to formulate and implement programs in academic development and other strategic institutional objectives.
- A record of achieving goals for ethnic and gender diversity including affirmative action and equal opportunity.
- Demonstrated ability to articulate the role of a comprehensive university through public relations with diverse constituencies, faculty, administrators, and the community.
- Demonstrated leadership in grant acquisition and institutional development.
- Demonstrated leadership in support of faculty scholarship, research, and creative activities.

**The campus and community**  
UW-La Crosse is one of 13 four-year institutions in the University of Wisconsin System. The University, founded in 1909, has a student body of approximately 8,100 and offers a wide array of undergraduate programs and a variety of graduate programs in four colleges: Arts, Letters & Sciences; Education; Health, Physical, Physiotherapy & Recreation; and Business Administration. UW-La Crosse provides a broad base of liberal education as a foundation for the intellectual, cultural, and professional development of its students. The city of La Crosse combines the scenic beauty of the Mississippi River with a rich cultural heritage, a diverse and educated populace. Three colleges have made La Crosse a regional center for culture, entertainment, medical care, shopping, sports and recreation.

**Applications**  
Candidates should submit a letter of application, curriculum vitae, names and addresses of five references, and three current letters of recommendation. All materials must be received by April 6, 1992. Send to: Dr. James H. Warner, Chair, Provost Search Committee, c/o Betty Hammond, University of Wisconsin-La Crosse, La Crosse, WI 54601, phone (608)785-8021, fax (608)785-8907, electronic mail: SC07A@UW-LA.CROSSE.WI. A list of nominees and applicants, without differentiation, may be released after deadline.

UW-La Crosse is an AA/EEO employer, encourages applications from women, minorities, and individuals with disabilities.

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## Vice Chancellor for Student Affairs Minnesota State University System

The Minnesota State University System, Office of the Chancellor, invites applications and nominations for the position of Vice Chancellor for Student Affairs who serves the Chancellor, the Board, and the seven universities by providing leadership in the areas of student affairs and cultural diversity.

The System is made up of seven universities located in Bemidji, Mankato, Marshall, Southwest State, Minneapolis-St. Paul (Metropolitan State), Moorhead, St. Cloud and Winona, as well as a campus in Japan. Current enrollment is over 63,000. The Chancellor serves as the chief executive officer of the System; a nine-member board appointed by the Governor sets policy for the seven universities.

**Responsibilities**  
Develop, coordinate and facilitate student affairs and cultural diversity policies and programming; provide leadership to the design, development and analysis of financial aid policies and programs; assist the universities with incorporating total quality management principles; collaborate with academic and fiscal affairs offices on a broad range of support services issues; identify opportunities for public/private partnerships to enhance cultural diversity and student affairs programming.

**Qualifications**  
The successful candidate must have, at a minimum, a master's degree in a relevant field; a doctorate is preferred; five to eight years' progressively responsible student affairs experience in a college or university setting, including experience in diversity programming; at least three years' experience in financial aid or the ability to demonstrate a thorough understanding of financial aid policies and issues and their impact on students and parents; understanding of system-level administrative and system-university relationships; ability to integrate academic and fiscal support services into student affairs; experience in a multi-campus, multi-state environment; knowledge of recent trends and developmental issues in higher education; excellent oral and written communication skills; and ability to analyze, develop and present policy options.

Nominations for the position are encouraged. Interested applicants should submit a letter of application, resume and the names and telephone numbers of three references. Letters of reference are NOT requested at this time. Review of applications will begin April 1, 1992. Starting date is July 1, 1992 or as soon as possible thereafter. Send applications, nominations or inquiries to:

Sharon K. Miller, Director of Public Information  
Minnesota State University System  
555 Park Street, Suite 300  
St. Paul, MN 55103  
612-296-4404

Women and people of color are encouraged to apply.  
The Minnesota State University System is an equal opportunity, affirmative action employer.

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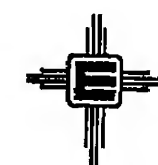
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## Eastern New Mexico University

### VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Office of the President of Eastern New Mexico University invites applications and nominations for the position of Vice President for Academic Affairs. The Vice President, who reports to the President, serves as chief academic officer of the University and coordinates academic with the other campuses. The Vice President will assume responsibilities on July 1, 1992.

Eastern is a fully accredited state supported rural comprehensive university of approximately 6,000 students and is composed of the parent campus in Portales, a branch community college in Roswell and an instructional center in Ruidoso. The University offers associate, baccalaureate and master level programs, and pursues a mission emphasizing liberal arts and professional programs.

Candidates are expected to have the following qualifications:

- An earned doctorate and credentials as a teacher/scholar qualifying the candidate for the rank of professor in an ENMU academic department.
- Significant administrative experience beyond the department level including the promotion and tenure evaluation of faculty personnel.
- Commitment to excellence in teaching, research, service, affirmative action, design for diversity, shared governance, and personnel administration.
- Interpersonal skills to work effectively with all constituencies and administrative units of the University to achieve the goals of the University.

Compensation will be commensurate with experience and is competitive within the higher education community.

A letter of nomination or application, a current resume, a statement of educational philosophy, and names and phone numbers of three professional references should be postmarked no later than March 31, 1992, to receive consideration. Send to:

Eastern New Mexico University  
Vice President for Academic Affairs Search  
Personnel Office, Station 21  
Portales, NM 88130

The University is an Affirmative Action and Equal Opportunity Employer. New Mexico is an open records state. It is the policy of the University to reveal to the public the identities of the applicants for whom outside inquiries have been made or for whom on-campus interviews are scheduled after having notified the candidate of our intent to do so.

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## Ways & Means

## Government & Politics

## College Officials' Ties to Financial Institutions Prompt Questions About Conflict of Interest

**Lawmakers say such links may color debates over proposed changes in Higher Education Act**



**Rep. Robert E. Andrews: Debate has been influenced by college officials who do not disclose their ties to banks.**



Raymond F. Bacchetti of Stanford U.: "Argument can stand on its own two feet if it's well put together, regardless of its source."

By THOMAS J. DeLOUGHRY

WASHINGTON Relationships between college officials and financial institutions that are involved in student-aid programs are raising questions on Capitol Hill about possible conflicts of interest.

Some lawmakers charge that the relationships color the debate within higher education on proposals that have been brought before Congress as part of the reauthorization of the Higher Education Act. The lawmakers say that their proposals would benefit students, but that they are being criticized by college officials with ties to banks and companies that have financial interests in the current programs.

One issue concerns whether Congress should create a system of direct federal loans that would either replace or compete with the present system of federally guaranteed bank loans. The other debate concerns proposals that would bar companies that process student-aid applications from charging fees to students for the service.

## Lobbying Campaign Mounted

Banks, loan-guarantee agencies, and companies such as the Student Loan Marketing Association, which buy student loans, have mounted a lobbying campaign against the direct-loan proposals. And application-processing companies, such as the College Board, have been lobbying against the proposed ban on fees.

The direct-loan debate is expected to move to the Senate floor this week when a proposal to create such a program is offered as an amendment to the reauthorization bill.

• The arrangements that have been called

into question developed over the 27-year history of the federal student-loan system. Critics say they affect the current debates and threaten the success of any future proposals that seek to dismantle the existing aid system.

The issues raised by the relationships include:

- The effect on campus debates of college officials who sit on the boards of directors or advisory committees of banks or

## *New Fight May Be Imminent Over Nominations by Bush to National Humanities Council*

**By STEPHEN BURD**

**WASHINGTON**  
President Bush may soon set off another political fight over the National Endowment for the Humanities when he makes new nominations to its advisory board.

**Endowment officials deny that any decisions have been made on who will fill the nine empty seats on the advisory group, known as the National Council on the Humanities. But political and academic**

sources say the nominees will include a college president who is a political supporter of Mr. Bush and three professors who are members of the National Association of Scholars, a group that calls for a return to a traditional curriculum. Some liberal academics are already criticizing the possible nominations as an effort to "pack" the council with opponents of multiculturalism and women's studies.

■ Elizabeth Fox-Genovese, a history professor at Emory University. Ms. Fox-

1. *Chlorophyll a* and *Chlorophyll b* contents were determined by the method of Lichtenthal and Whistler (1973).

companies that have a financial interests in student-aid programs.

- The impact of financial contributions to higher-education groups by banks and companies.

Rep. Robert E. Andrews, a New Jersey Democrat, who wrote the direct-loan proposal in the House bill, charges that debate on the issue has been influenced by college officials who do not disclose their ties to

Continued on Page A24

Genovese recently resigned as director of the women's-studies program at Emory amid criticism of her management style. She says she left partly because other faculty members resented her insistence that the program represent a range of ideologies. Ms. Fox-Genovese is also under attack by feminists for her new book, *Feminism Without Illusions: A Critique of Individualism*, in which she defends the idea of a common literary canon.

■ Theodore S. Hamerow, a professor emeritus of history at the University of Wisconsin at Madison. Mr. Hamerow helped organize a chapter of the NAS at the university. He has also questioned affirmative-action programs and curricular innovations on the campus.

■ Alan C. Kors, an associate professor of history at the University of Pennsylvania. Mr. Kors has compared his institution to Beijing University because of the way "politically correct politics" dominates this campus. At an NAS conference in 1990

Continued on Page A27

*Picasso's  
Still Lives:  
Objects  
With a Soul*

ONE WONDERS where Picasso got his insatiable appetite for *still life*, a term that, although conventional, is most inappropriate in Picasso's case. He endowed these inanimate objects with a soul, and in his works their *life* is neither *still*, nor silent, as the old French term *la vie coye* (the quiet life) suggests, but garrulous and even dramatic at times. Indeed, under each pot, bowl of fruit, or guitar, there lurks a story, a person, or an anecdote that is part of the painter's life. Because of the autobiographical nature of his art, and because he assigned an equal value to the animal, mineral, plant, and human realms, he painted whatever was around him. When he was at the seashore, he painted fish and crustaceans. When he had his mistress Marie-Thérèse in mind, he painted flowers and fruit or disguised her body as a bowl of fruit on a gueridon, or pedestal table. And during the war, he painted austere *vanitas* or compositions of foodstuffs to compensate for the shortages and to ward off hunger.

*"Picasso and Things: The Still Lives of Picasso," an exhibition of 150 paintings, reliefs, collages, drawings, and sculptures, will open at the Cleveland Museum of Art February 26. After closing May 3, it will travel to the Philadelphia Museum of Art (June 14-August 23) and the Grand Palais, Paris (September 22-December 31).*

The text above by Marie-Laure Bernadac, curator at the Musée Picasso, Paris, is excerpted from the exhibition catalogue, which is published by the Cleveland Museum of Art. Jean Sutherland Boggs, guest curator of the exhibition, is the catalogue's principal author.



**California:** State University of California, 1000 University Blvd., Alhambra 91801, at edge of the housing project, and it is well known that the school is a failure. The school at both the graduate and undergraduate levels is involved in partnerships with private industry to reach programs.

**The Dean:** School, and it is faculty in the Dean is for the school is the national ranking of the community.

**Qualifications:** is an experienced innovative as academic community with commitment for student excellence in the growing.

**Candidates:** have many and a strong and new.

**Nomination:** of the Dean in 1992, a letter of intent to:

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## Black Colleges Criticize Firing of Bush Adviser

By SCOTT JASCHIK

WASHINGTON  
Education Department officials have confirmed that Robert K. Goodwin has been removed as head of the office that coordinates Bush Administration assistance to historically black colleges.

The failure of department officials to say why Mr. Goodwin was fired prompted criticism from black-college officials. They said that recent department actions had led them to question the commitment of the Bush Administration to black colleges.

Mr. Goodwin, who was unavailable for comment last week, directed the White House Initiative on Historically Black Colleges and Universities. The initiative, created by President Bush with an executive order, seeks to involve government agencies with black colleges. Mr. Goodwin's office also coordinates the work of the President's Board of Advisers on Historically Black Colleges and Universities.

### Acting Director Named

A spokeswoman for the Education Department said last week that Hazel Mingo, a special assistant to Mr. Goodwin, had been named acting director of the office. The spokeswoman said she did not know when a permanent appointment would be announced.

Education Department officials declined to discuss the reasons for Mr. Goodwin's departure except to issue a statement from Carolyn Reid-Wallace, Assistant Secretary for postsecondary education. The statement said: "Political appointees serve at the pleasure of the appointing official. This is a fact of life in political government service as the men and women in these positions well know. As Assistant Secretary, I reserve the right to choose my own staff, as would any good manager."

James E. Cheek, chairman of the advisory board on black colleges, said he was "very disturbed and very disappointed" by the decision to fire Mr. Goodwin. "I thought he was doing an excellent job," added Mr. Cheek, who is president emeritus of Howard University.

### 'A Complete Shock'

William P. Hytche, president of the University of Maryland-Eastern Shore and another member of the panel, said the firing was "a complete shock."

Mr. Cheek said members of the advisory panel were concerned that President Bush did not know how the recent developments were seen by black-college leaders. "This is seen as another indication that the commitment to historically black colleges by the Administration is lukewarm," said Mr. Cheek.

He added that he believed President Bush had a "genuine and substantive commitment" to black colleges, but said it was unclear whether other members of the Administration shared that commitment.

Mr. Cheek also said the advisory board did not intend to abandon its plans to push the Administration for more money for black colleges. Ms. Reid-Wallace, in a recent letter to advisory-board members, said the committee should focus on helping with President Bush's school-reform plans and not seek more money.

### Reports Go to Bush

"Our institutions are already underfunded, so we cannot comply with that request," said Mr. Cheek. He said black colleges were already helping with school reform and wanted to do more. But, he added, the Administration would have to provide additional funds for that to happen.

Mr. Hytche said he did not think other committee members would comply with Ms. Reid-Wallace's suggestion that they not ask for more money. Mr. Hytche noted that members were appointed by Mr. Bush and that their reports eventually go to the President.

"I don't think the President would think much of us if we didn't give it to him straight," he said. ■

## Ties Between Financial Institutions and College Officials Questioned

Continued From Page A21

banks or companies with interests in the existing loan programs.

"Billions of dollars a year of public money are going into higher-education institutions," Mr. Andrews says.

"That doesn't mean we should have the right to dictate university policy," he adds. "But when we have a political issue where a university is taking a stand on a legislative issue before the Congress, I think there ought to be some ethical standards attached to it."

"I think the appropriate thing for the schools to do is to disclose their stock interest with respect to Sallie Mae and the membership of their boards with respect to the banking industry," Mr. Andrews says.

### Agreement in the Senate

"There's nothing illegitimate about anyone expressing a point of view about this idea, provided that there is full disclosure and provided that they excuse themselves

from any voting or leveraged lobbying to affect the outcome of an institution's decisions."

A spokeswoman for Sallie Mae says hundreds of colleges own stock in the company. She notes that the largest shareholder, Harvard University, is a vocal proponent of direct loans.

Sen. Paul Simon, the Illinois Democrat who has proposed a direct-loan plan in the Senate, agrees with Representative Andrews's concerns. "Someone who has an obligation to one special-interest entity—especially a profit-making entity—should not be setting university policy on an issue that affects that special interest," he says.

Mr. Simon publicly questioned the objectivity of Northwestern University at a press conference he held in October to publicize his direct-loan idea. The Senator charged that Northwestern's criticism of direct loans was influenced by William I. Ihlanfeldt, who is the

university's vice-president for institutional relations and vice-chairman of Sallie Mae.

Robert M. Shureman, Senator Simon's chief education aide, says Mr. Ihlanfeldt and other board members of Sallie Mae have no choice but to support the company's position on policy questions. "He has a fiduciary responsibility to the shareholders of Sallie Mae," Mr. Shureman says.

### 'We're Inviting Chaos'

Mr. Ihlanfeldt, though, says his belief that Senator Simon's direct-loan plan is a bad idea for Northwestern is based on 27 years of experience in student aid. "What he's proposing is that we have 10,000 lenders," Mr. Ihlanfeldt says. "I think we're inviting chaos."

Mr. Ihlanfeldt adds that he discloses his ties to Sallie Mae whenever he talks with colleagues about student-aid proposals. "I wear it right on my sleeve," he says.

At least one college president has testified before Congress against direct loans without mentioning in his testimony that he was a director of a company that is a

purchaser of student loans. William E. Trueheart, president of Bryant College, spoke at a Senate hearing in October without noting his relationship with the New England Loan Marketing Corporation.

"I didn't think it relevant at the time," says Mr. Trueheart, who notes that his position with the company is "public information." He says his testimony was based on whether direct loans were in the best interest of his college and other small, liberal-arts institutions.

Some observers acknowledge that questions about possible conflicting interests should be asked, but they charge that the debate about direct loans is a poor forum for illustrating the influence of special interests. There are many reasons why college officials oppose direct loans, the observers say: concerns about their cost, the liabilities they could pose for col-

leges, and the government's ability to oversee such programs.

"You do have a degree of overlapping interests," says Brian K. Fitzgerald, staff director of Congress's Advisory Committee on Student Financial Assistance. "But it's a little paranoid to see Sallie Mae and guarantee agencies behind every tree," he adds. "The community is just literally split right down the middle on this."

### Non-Voting Members

Adrienne Rhodes, a spokeswoman for UNCF, also denies allegations that the group's position has been influenced by bankers on its board of directors. "Any educational policies for this organization

are determined by our college presidents, not our corporate board," she says.

Another group that has been the subject of questions about how much it is influenced by financial interests is the National Association of Student Financial Aid Administrators. The group's president, A. Dallas Martin, Jr., says such concerns are overstated. Bankers and guarantee-agency officials can vote on issues before some state associations of student-aid officers, but they cannot vote in meetings of the national association, he says.

The banks and companies that are non-voting "constituent members" of the national association contribute less than 5 per cent of the group's revenue, Mr. Martin

says. "If all of that went away tomorrow, NASFAA as an association is not going to go out of business."

Others, though, criticize the relationships that individual aid administrators have developed with banks or with the College Scholarship Service, the arm of the College Board that is responsible for processing aid applications.

"There aren't an awful lot of perks in that job, but there are people—be they lenders or the College Scholarship Service—that can provide kinds of benefits to people," says Richard T. Jerue, an education aide to Rep. Pat Williams, a Montana Democrat. He criticizes aid officers who sit on advisory panels and accept free air fare and hotel rooms when the panels meet.

Anne M. Sturtevant, director of

student aid at Emory University and a member of a College Board panel, says such charges are "offensive." She says the aid officers who agree with the College Board's position—that application fees are not an obstacle for most students and should be waived only for the neediest students—far outnumber aid officers who hold seats on College Board panels.

"I think the number of people that are on committees or in a position to have trips paid for is very, very small," Ms. Sturtevant says. She adds that the complimentary accommodations are common for college officials in "every professional association."

"We're not being wined and dined," Ms. Sturtevant says. "We're working." ■

## Controversial Amendments to Higher-Education Bill Expected in Senate

By THOMAS J. DeLOUGHRY

WASHINGTON  
The Senate is expected to consider—perhaps as early as this week—a number of controversial amendments to legislation that would reauthorize the Higher Education Act.

■ An amendment from Sen. Larry E. Craig, an Idaho Republican, that would bar colleges from disciplining students who violate hate-speech codes.

■ An amendment from Sen. Paul Simon, Democrat of Illinois, and Sen. Dave Durenberger, Republican of Minnesota, that would create a direct-loan program to complement existing student-loan programs.

■ An amendment from Sen. Nancy L. Kassebaum, Republican of Kansas, that would eliminate language that would make Pell Grants an "entitlement" in fiscal 1997.

■ An amendment from Sen. Jesse A. Helms, Republican of North Carolina, that would prohibit Pell Grants for prisoners.

Any number of other amendments could be offered on the Senate floor—a prospect that concerns college officials, who worry that some ideas are politically popular but present practical problems for college administrators. They point out, for example, that Congress's past attempts to fight drug abuse led to difficult-to-enforce measures to deny aid to drug users.

College officials are lobbying against the efforts of Senators Craig, Helms, and Kassebaum and are divided over the proposal offered by Senators Simon and Durenberger.

### Concern About State Role

Many college officials hope that Sen. Claiborne Pell, a Rhode Island Democrat and chief sponsor of the reauthorization bill,

would offer an amendment answering their concerns about provisions in the legislation that would increase state oversight of colleges. The officials say Congress should require additional oversight of only those institutions that have a history of mispending aid.

Sarah Flanagan, an aide to Senator Pell, would not discuss amendments that the Senator might offer.

The Senate reauthorization bill would maintain current student-loan programs and increase the maximum Pell Grant to \$3,600 in academic 1993-94, from the current \$2,400. The program would become an entitlement for 1997-98, requiring Congress to provide grants to all students who qualify.

Separate reauthorization legislation is pending in the House of

Representatives, but is not expected to come to the floor for more than a month.

Senator Craig's amendment is opposed by college officials who are worried that it would block them from enforcing conduct codes that are intended to bar racist or sexist speech. A spokesman for the Senator said the exact language of the amendment was not available last week, but that it would be "substantially the same" as one Mr. Craig offered and withdrew during the debate on a school-reform bill in January.

The IDEA plan would provide federal loans of up to \$70,000 per student for undergraduate and graduate education. The loans would be administered by colleges and repaid to the Internal Revenue Service as an income-contingent deduction from the borrower's paycheck.

Senators Simon and Durenberger have received support for their plan on some college cam-

pus. But other groups, such as the United States Student Association, have objected to involving the IRS in the student-loan business and to ending the government's responsibility for paying interest on loans while borrowers are in college.

The amendment expected from Senator Kassebaum, the ranking Republican on the Senate education subcommittee, reflects differences between Democrats and Republicans over making Pell Grants an entitlement.

Senate Republicans, led by the Bush Administration, charge that the growth in entitlements, such as Medicaid, is a major reason for the nation's budget deficit and contend that new entitlements must not be created.

Democrats and many college officials maintain that delaying the creation of a Pell Grant entitlement until fiscal 1997 should answer shorter-term concerns about the budget. They argue that such a move would insure that Congress meets its obligations to students and ends its practice of setting maximum grant levels and then failing to meet them.

Mr. Helms has said that prisoners did not deserve Pell Grants when many law-abiding students were ineligible for them. College officials have argued that the grants pay for programs that prepare prisoners for jobs.

Jack Goodman contributed to this article.

leges, and the government's ability to oversee such programs.

"You do have a degree of overlapping interests," says Brian K. Fitzgerald, staff director of Congress's Advisory Committee on Student Financial Assistance. "But it's a little paranoid to see Sallie Mae and guarantee agencies behind every tree," he adds. "The community is just literally split right down the middle on this."

### 'A Very Serious Problem'

Some who hold positions on company boards think the concern about conflicts of interest has gone too far. "To think that everybody who is involved in one or another aspect of a business should be disqualified or viewed with suspicion is a view that is abroad in the land," says Raymond F. Bacchetti, vice-president for planning and management at Stanford University and a Sallie Mae board member.

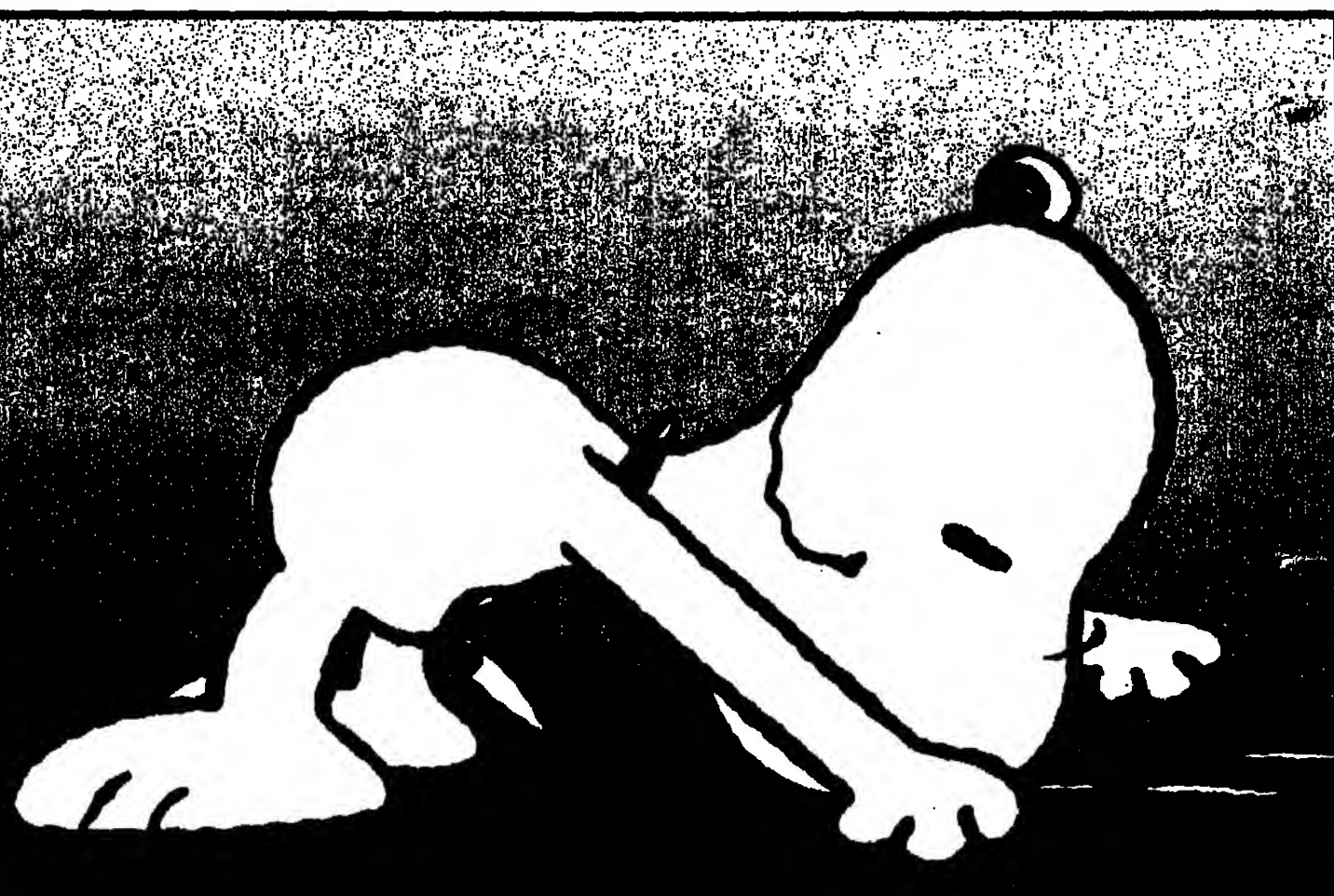
"I think that's a very serious problem," he adds.

He notes that Congress required when it chartered Sallie Mae that its board include seven representatives from higher-education institutions that are shareholders, seven from financial institutions that are shareholders, and seven selected by the President.

Mr. Bacchetti says he does not get involved in developing Stanford's opinion of aid proposals, but he doesn't believe members of Sallie Mae's board should be excluded from such debates. "Argument can stand on its own two feet if it's well put together, regardless of its source," he says.

Robert P. Huff, Stanford's director of financial aids, says the university's position on direct loans is to favor a small pilot project.

William A. Blakey, a Washington lawyer who represents the United Negro College Fund, agrees with Mr. Bacchetti. "I think that the misconception that there are all these interlocking director-



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## WASHINGTON UPDATE

- Reagan Administration official named to student-aid post
- Colleges would pay more for postage under Bush budget plan
- White House criticizes drug and alcohol abuse on campuses

Carolynn Reid-Wallace, Assistant Secretary of Education for postsecondary education, last week appointed a former Reagan Administration official to oversee federal student-aid programs.

Gerald Riso will be Deputy Assistant Secretary for student financial assistance. He replaces Michael J. Farrell, who resigned in December after eight months in the post.

Mr. Riso held a series of federal jobs during the Reagan Administration, serving at the Interior Department and the White House Office of Management and Budget.

He worked as a consultant to the Education Department during the past year, aiding Mr. Farrell with his efforts to reorganize the agency's student-aid operations.

—THOMAS J. DELLOUGHRY

Colleges will face much higher postage costs if Congress adopts President Bush's budget proposals.

Mr. Bush proposed slashing non-profit postal subsidies from their current level of \$470-million to \$122-million for the 1993 fiscal year. Under the proposal, non-profit organizations, including colleges and universities, would be

forced to pick up a greater portion of their mailing costs.

In addition, non-profit organizations would lose the option of obtaining some types of reduced rates. For example, the proposal would bar the use of non-profit, second-class rates on publications in which advertising occupies more than 10 per cent of the space.

Presidents Reagan and Bush proposed similar cuts in non-profit postal subsidies in the past. While Congress has moved toward forcing non-profit organizations to pay more of their postage costs, lawmakers have rejected reductions as sweeping as those Mr. Bush proposed last month.

Nonetheless, lobbyists for non-profit groups are mounting a campaign to oppose the proposed cuts. Lee M. Cassidy, executive director of the Nonprofit Mailers Federation, said that cutting non-profit postal subsidies was like "shooting your kids so you don't have to feed them."

—SCOTT JASCHIK

The White House drug-control office has announced plans to take aim at underage drinking on college campuses and criticized some colleges for failing to do enough to stop drug use.

A report from the White House Office of Drug Control Policy said existing alcohol-awareness programs in the Departments of Education, Health and Human Services, and Transportation would be tied into the Administration's efforts to stop drug use. The report said reducing alcohol use must be a goal because it is illegal in all states for people younger than 21 to drink and because alcohol use often leads to drug abuse.

The report cited a 1991 survey of college students to demonstrate the severity of the drinking problem on the campuses. Three-quarters of the college students who answered said they had used alcohol in the month before the survey.

The report from the drug-control office, which is directed by former Florida Gov. Bob Martinez, chided some colleges for not enforcing federal laws that require them to penalize students for using drugs.

"Some colleges and universities seem to operate as if the laws against drug and alcohol use do not apply to them," it said. "At such institutions, for example, more attention may be given to student expressions that are offensive, but nonetheless within the law, than is given to violations of federal and state drug and alcohol laws."

—T.J.J.

## WASHINGTON ALMANAC

## IN FEDERAL AGENCIES

**Audit.** The Department of Commerce has issued interim final rules that will make changes in the way some colleges and universities perform audits required by the government. Comments must be received by March 9 (Federal Register, February 7, Page 4715-6).

## NEW BILLS IN CONGRESS

**Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).**

## HOUSE OF REPRESENTATIVES

**Environmental grants.** H.R. 4185 would establish the Morris K. Udall Scholarship and Education Foundation to provide grants for environmental research and health-care training. By Representative Dwyer (D-Wis.) and two others.

**Taxes.** H.R. 4186 would exempt from federal gift taxes the guarantees by parents of loans taken out by their children for higher education. By Representative Dwyer (D-Wis.).

## SENATE

**Environmental grants.** S. 2184 would establish the Morris K. Udall Scholarship and Education Foundation to provide grants for environmental research and health-care training. By Senators McClellan (D-Ariz.) and McCain (R-Ariz.).

**International cooperation.** S. 2149 would end a ban on the use of Agency for International Development funds to establish ties between universities in the United States and those in the former Soviet Union. By Senators Murkowski (R-Alaska) and Stevens (R-Alaska).

**Scientist immigration.** S. 2201 would allow scientists from the Commonwealth of Independent States priority consideration for all United States government exchange and scholarship programs. By Senators Brown (R-Colo.) and Dole (R-Kan.).

## Government &amp; Politics

## Government &amp; Politics

## New Fight May Be Brewing Over Humanities Council

Continued From Page A21

he urged educators to transform universities into "the monasteries of a new Dark Ages, preserving what is worth preserving amid the barbaric ravages in the countryside and towns of academe."

Joseph H. Hagan, president of Assumption College. Mr. Hagan has been active in Republican causes and has given money to President Bush's re-election campaign. Mr. Hagan does not have a doctorate, a point that liberal scholars are already citing as a reason to oppose his nomination.

## Background Checks

Mr. Hagan, Mr. Hamerow, and Mr. Kors all confirmed that the Federal Bureau of Investigation had conducted background checks on them. The investigations are standard before a Presidential nomination. The three said they were not at liberty to reveal which Presidential council they were being considered for. Ms. Fox-Genovese said she "assumes" that the FBI has conducted such a check on her.

Nine nominations to the council

## "The Administration is

packing the NEH just

like the Supreme Court

has been packed to

insure the dominance

of the right wing."

were due in January. It is not known who the other five nominees will be.

The nomination process became a political battleground last summer when a Senate committee killed the nomination of Carol Lannone, a teacher and administrator in the Gallatin Division of New York University. Lynne V. Cheney, the NEH chairman, accused Ms. Lannone's critics of opposing the nomination because they disagreed with Ms. Lannone's political views. But many scholars and lawmakers said that qualifications, not politics, were the basis for their opposition to her selection.

Some scholars and lobbyists said last week that Mrs. Cheney might be trying to force the issue with the nominations of three NAS members.

At least four current members of the 27-member council also belong to the National Association of Scholars: Edwin J. Delattre, dean of the school of education at Boston University; Harvey Mansfield, a professor of government at Harvard University; Peter Shaw, a humanities professor at St. Peter's College; and Kenny J. Williams, an English professor at Duke University.

## Some Liberals Are Angry

Some liberal scholars said they were angry about the possible nominations. Said Stanley Aronowitz, a sociology professor at the graduate center of the City University of New York: "It seems to me that the Administration is packing the NEH just as the

Supreme Court has been packed, to insure the dominance of the right wing. I don't think that is what the American people and other scholars want to happen to the NEH."

Mr. Aronowitz was the founder of the Union of Democratic Intellectuals, a group that supports multiculturalism, feminism, and diversity in the curriculum.

Stanley Katz, president of the American Council of Learned Societies, called the expected nominations "disappointing."

"These four individuals represent a very narrow segment of the full span of political opinions among the academic community," he said. "We still don't know who

else will come, but these nominations lead one to believe that the rest of the nominations will just be more of the same."

## 'Fair-Minded People'

Stephen H. Balch, president of the NAS, said it would be "unfortunate" if membership in his association became the focal point for a political battle over the nominees.

"A battle should not be fought over labels but over qualifications," he said. "These nominees are open-minded and fair-minded people."

Membership in the NAS does not guarantee that someone is politically conservative, Mr. Balch added. "These people are all over the

place in their views and in their scholarship, and in respect to the kind of scholarship they like," he added.

John Hammer, director of the National Humanities Alliance, said that it was too early to tell if the NEH leadership has met the Congressional requirement that members of the council represent a range of views. "We won't really be able to look at the question of balance until we see the other five nominees," he said.

Sen. Claiborne Pell, Democrat of Rhode Island and chairman of the subcommittee with jurisdiction over the NEH, would not comment on the possible nominations last week.

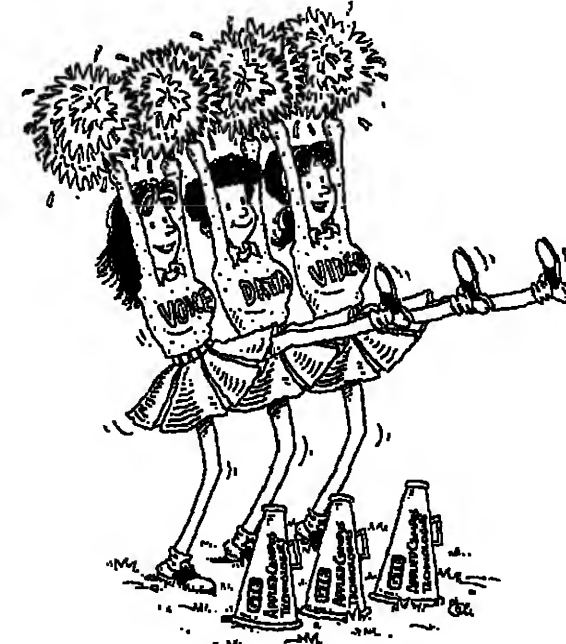
During the Lannone fracas last year, Senator Pell stressed the

need for political balance on the council, and he recently endorsed a statement by the National Humanities Alliance that called for "a diversity of views" on the council.

Liberal scholars speculated that Mrs. Cheney might be trying to embarrass Mr. Pell with the nomination of Mr. Hagan. While an active supporter of Republican causes, Mr. Hagan also has made political contributions to Senator Pell, whom Mr. Hagan praised as "working actively on behalf of higher education."

The scholars believe that Mrs. Cheney, in proposing Mr. Hagan for one of the openings, may be trying to put Senator Pell in the difficult spot of having to oppose someone who has contributed to his campaign.

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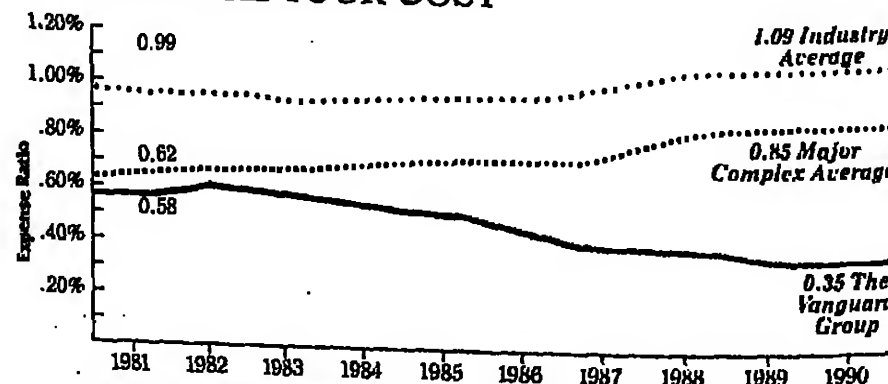
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## Give & Take

The board of directors of the Stanford University Bookstore announced last week that it would review its employees' compensation after a published report said the top managers received annual salaries of more than \$100,000, along with a vacation home, a motor home, a sailboat, and the use of luxury cars as perquisites.

A report in the student newspaper, *The Stanford Daily*, said the salaries of Eldon Speed, general manager of the store, and Philip Chirramonte, assistant manager, may be the highest among the nation's college-bookstore executives.

The vacation home, valued at about \$400,000, and the motor home are leased by the bookstore from a consulting company owned by Mr. Speed and Mr. Chirramonte, the article said, and the bookstore is the company's only client.

The bookstore is a non-profit corporation that is independent of the university, but its board is composed entirely of Stanford faculty and staff members and students.

In a statement, the board said it believed the senior managers' salaries were in line with those paid by other leading college bookstores, but it "was not as well informed as it should have been on various aspects of employee compensation more generally." The board said it planned to hire a lawyer and possibly an accountant to direct the review.

Wellesley College may have set a new record for fund raising by a private liberal-arts college when it closed its capital campaign with \$167-million in gifts and pledges.

Over the past five years Wellesley sought \$150-million. Last month the women's college officially closed the books on the drive, having exceeded its goal by \$17-million.

That success is believed to put Wellesley at the top of private liberal-arts colleges for money raised in a capital campaign. It exceeds the \$163-million that Smith College raised in a five-year campaign that ended in 1989, and the \$138-million that Mount Holyoke College raised in a five-year drive that ended in December.

When Wellesley announced its campaign nearly three years ago, it had already quietly raised \$65-million in gifts and pledges. Slightly more than 80 per cent of Wellesley's alumnae made at least one donation to the campaign. The largest gift was a \$10-million donation from an alumna and her husband.

Of the nearly \$170-million raised, \$81-million will be added to the college's endowment, bringing it to \$435-million. The remainder will go to academic projects, improvements in student housing, operating expenses, and special research centers, among other things.

## Business & Philanthropy

### Rising Costs and Dwindling Budgets Force Libraries to Make Damaging Cuts in Collections and Services

*Continued From Page A1*

enough to counter the effects of the cutbacks. Librarians worry that years from now researchers will be frustrated by "holes in the early 1990's" in research collections because certain scholarly works weren't purchased.

#### 'Economies Up and Down the Line'

Librarians predict that the financial crisis sweeping through higher education will force a fundamental reshaping of the mission of research libraries. Once repositories for comprehensive collections of scholarly works, research libraries increasingly will become dependent on other libraries to provide access to research materials, they say.

"We're being forced to have economies

#### "Quality is being compromised. It's going to have long-lasting effects. The library is an investment in the future. And the investment is just not able to be made as it should be."

up and down the line," says Duane E. Webster, executive director of the Association of Research Libraries. "If we make these economies haphazardly, we could end up weakened."

He adds: "You might not feel it this year or next year. But in the long run, the nation's resources are going to be crippled."

Among those reeling from financial pressures:

■ Florida Atlantic University's libraries budget dropped from \$3.1-million to \$1.3-million in just two years. Librarians canceled subscriptions to 1,550 of 5,200 serials to save \$600,000.

■ The libraries at Stanford University, looking to save \$3.1-million over the next few years, are considering laying off about 10 per cent of their staff, among other measures. A committee also has recommended closing the main undergraduate library and merging it with other libraries on the campus.

■ The campus libraries at the University of Minnesota-Twin Cities, hoping to save money through restructuring, plan to close their natural-history branch. Twenty-three jobs have been left unfilled, and many of the 11 campus libraries are minimally staffed.

■ Yale University's Sterling Memorial Library needs tens of millions of dollars in repairs. Present conditions leave many books susceptible to damage, library officials say. On rainy days, staff members known as "plastic patrols" throw plastic sheets over books that are vulnerable to roof and window leaks.

■ The Occidental College library, which received no increase in its budget this year, worries about the number of books with pages grown brittle with age. About 25 per

cent of its 500,000-volume collection is virtually useless.

■ San Jose State University's Wuhlquist Library had 10 per cent of its \$6.5-million budget sliced this year. Among other measures, the library now is operating 16 fewer hours a week.

Although the severity varies, no college library seems to be immune from the cuts. Many librarians say public institutions are at the mercy of state governments, most of which are struggling in the recession.

#### Sharp Rise in Serial Prices

A 1991 survey by the Association of Research Libraries of 80 of its member institutions reported that \$2.7 per cent faced budget reductions last year. Just over 60 per cent expected budget cuts this year. Libraries that have had increases say they are too slight to cover rising costs.

According to the American Library Association, the average price of U.S. periodicals increased almost 400 per cent from 1977 to 1990. The association also reports that the average price of a hardcover book has more than doubled in the same period, to \$40 from \$19.

The soaring costs have led many colleges and universities, large and small, to reduce considerably the number of journals and books they purchase (*The Chronicle*, December 11, 1991).

ARL Statistics 1990-91, to be released later this month, shows that serial prices have risen 72 per cent since 1986. The survey reports that libraries spent 70 per cent more on serials in 1991 than in 1986, but the number of titles they purchased declined by 2 per cent. Officials fear the cuts will have devastating effects on research.

#### Books or Journals

William Miller, Florida Atlantic's director of libraries and learning resources, is concerned that the library, which has already cut by 30 per cent the number of journal titles it buys, will not be able to meet the demands of 12 doctoral programs in science and engineering that the university has added over the past few years.

Last year Florida Atlantic's libraries spent \$1.2-million on 5,200 periodicals. This year, the same journals would cost \$1.6-million. "Even if we didn't buy another book or computer program, we were still going to be short," Mr. Miller says.

When they are faced with deciding whether to buy a journal or a book, many librarians say the journal usually wins, because it is current. Jo Bell Whitlatch, interim library director at San Jose State University, remembers when the library could afford 20,000 new books a year. That has changed. Last year the institution's Wuhlquist Library bought 16,000 new books. This year, it will buy just 12,000.

"The quality of the library is being compromised," Ms. Whitlatch says. "It's going to have long-lasting effects. The library is an investment in the future. And the in-

vestment is just not able to be made, should be."

The decision to buy journals instead of books worries some officials, who worry whether their collections might be "out of kilter" since undergraduates are more on books. "Students in a few years will come up and say, 'Where's this? And I'll have to say we weren't able to do it,'" Mr. Miller says.

#### Consolidating Operations

To avoid severe cutbacks in many libraries are reducing costs by cutting their staffs and consolidating operations. The University of Minnesota-Twin Cities campus libraries will not hire any to fill 23 openings, including those for librarians, clerks, and technicians. As a result, books are cataloged and reshelved more slowly and staff members must be retrained to fill needed positions.

Other libraries, meanwhile, are worried about whether they can afford to keep books already on their shelves in top condition. Librarians say they simply are not able to put as much money as necessary into book preservation.

Yale University librarians estimate about 80 per cent of their nine-million-volume collection is printed on acidic paper, which becomes brittle with age. Another 3.5 million volumes—nearly 60 per cent of the collection—are no longer usable. "Given the fact that we're considered one of the meccas of scholars, we have a special responsibility for preservation," says Millicent D. Abell, university librarian. "And we could—if we had additional money."

Books can be preserved by several methods, including a deacidification process and electronic means. To pre-

**"We have to come up with new ways of sharing the cost of providing access. It cannot be handled by institutions' acting in isolation from each other."**

Yale's backlog of deteriorating books, the library would need to spend about \$14 million. And to keep up with the number of books in ill repair that librarians find each day, the library would need to spend \$135,000 a year to the \$300,000 it already spends on preservation. Ms. Abell says.

Librarians also are delaying repairs to their buildings, choosing instead to maintain operations and services. Many academic libraries are in old buildings with leaky roofs, worn carpets, and inadequate heating and cooling systems.

When it comes to technology, librarians face even more difficult and expensive choices. Librarians say they have to keep up with advances by integrating their catalogs and "checkout information



Yale's Millicent D. Abell: "Given the fact that we're considered one of the meccas of scholars, we have a special responsibility for preservation."

computers. They are providing computerized indexes, and a few have even bought the full text of journal articles in electronic form. But the desire to stay current sometimes comes at the expense of traditional materials and personnel, librarians say.

The decisions that libraries make about

how much to spend on what do not make everyone happy. Indeed, librarians agree that the financial crisis is affecting the morale of students and library staffs.

Students are grumbling about having to wait in long lines because there aren't as many librarians. The decisions that libraries make about

*Continued on Page A30*

### Many Institutions Conduct Research for Companies for a Fee, but Others Assail the Practice

By JULIE L. NICKLIN

When officials of the Detroit Steel Products Company wanted to learn about potential European markets for their automotive products, they called the Krannert Library at Purdue University.

Researchers at the library's Technical Information Service found about 100 articles indicating that the company's prospects in Europe might be good. The service billed the company about \$275.

More than 100 college and university libraries have services like Purdue's that conduct research for companies for a fee. As libraries watch their costs rise and budgets shrink, some view such services as a source of much-needed revenue.

Some critics, however, charge that the fee-based services are an inappropriate activity for non-profit institutions.

Library officials say the services began out of necessity and have been welcomed.

"The demand isn't going away. It's increasing," says Helen B. Josephine, information manager of Arizona State University's fee-based service. "As companies downsize, they are doing away with their information services in-house. So they come to the libraries. They come to us."

Some fee-based services began as university-state partnerships to encourage economic development, while others started as efforts to help local communities. Most charge their clients an hourly research fee of \$60 to \$75, which covers photocopies, supplies, and delivery.

Last fall the University of Illinois Library started its own service. David P.

*Continued on Following Page*

Suzanne M. Ward, manager of Purdue's Technical Information Service: "Our side benefit is money. The library wouldn't want us to be an out-of-pocket expense."

### Recession Pushes Libraries to Cut Back on Acquisitions of Literary Archives

By LIZ McMILLEN

Not so long ago, major research libraries had thousands of dollars—or more—at their disposal to buy literary archives and manuscripts, a fiercely competitive area of collecting. Led by the University of Texas at Austin, research libraries went on a literary collecting spree.

Today, librarians and rare-book sellers alike have one word to describe the market for manuscripts: "depressed."

Like almost everything else in higher education, library budgets are in a slump. Universities say they have less money to spend on special archives, and booksellers report that it is getting harder and harder to sell the materials.

"The big boom days are over," says Bart Auerbach, a rare-book and manuscript dealer and a consultant to Christie's auction house. "Now it takes a lot of time and patience to place an archive. It's still going on, but much more selectively."

#### Fund-Raising Appeals

Many research libraries are scrambling to find new sources of money to support their acquisition of literary archives and collections. Some libraries—such as those at Indiana and Yale Universities—have endowments that generate funds to buy materials. Others tap an "angel"—a donor who can give money to purchase items of particular interest. More are turning to fund-raising appeals to support acquisitions.

As the shape of literary studies changed over the years, university libraries began to collect the manuscripts and correspondence of 20th-century poets, novelists, and other literary figures, pushing up the demand for such materials. Some universities chose to concentrate on contemporary archives because they realized that they couldn't compete against older institutions with more established collections.

About 20 university libraries now have major archives of 20th-century writers, including Harvard, Indiana, Princeton, Stanford, Washington, and Yale Universities and the Universities of California and Tulsa. With living authors, institutions are, in

effect, taking a gamble on literary reputation, hoping that an author's standing will solidify over time.

Although rumors crop up about institutions' paying seven figures for collections—one such rumor swirled around the New York Public Library's acquisition last year of Vladimir Nabokov's archives, perhaps the most significant collection to change hands recently—many curators say costly acquisitions are rare. In fact, details about most purchases remain closely held.

#### Extensive Collection at U. of Texas

The most aggressive institution has been the University of Texas at Austin, the home of the Harry Ransom Humanities Research Center. Flush with oil money in the 1960's and 70's, the university built an extensive collection of American, English, Irish, and French writers, including Tennessee Williams, James Joyce, George Bernard Shaw, and Graham Greene.

Thomas F. Staley, director of the Humanities Research Center, says libraries, including his own, have been hit hard by state budget cuts and, in the case of foreign transactions, by the declining value of the dollar. "We're obviously not as strong as we once were," Mr. Staley says. "Like all state institutions, [the University of] Texas is subject to the rise and fall of state economies." The center continues to be an active player in manuscript acquisition. Mr. Staley adds, mentioning recent purchases of the papers of John Fowles and a private collection of Joyce material.

At one point, writers received a tax deduction for donating their manuscripts to a library. But that deduction was eliminated in 1969, prompting some writers to shop their papers around in search of a buyer.

Many universities continue to receive a large number of donated collections. Authors often make arrangements to give their works because they attended the university—the case with John Updike and Harvard, for instance—or because of re-

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Suzanne M. Ward, manager of Purdue's Technical Information Service: "Our side benefit is money. The library wouldn't want us to be an out-of-pocket expense."

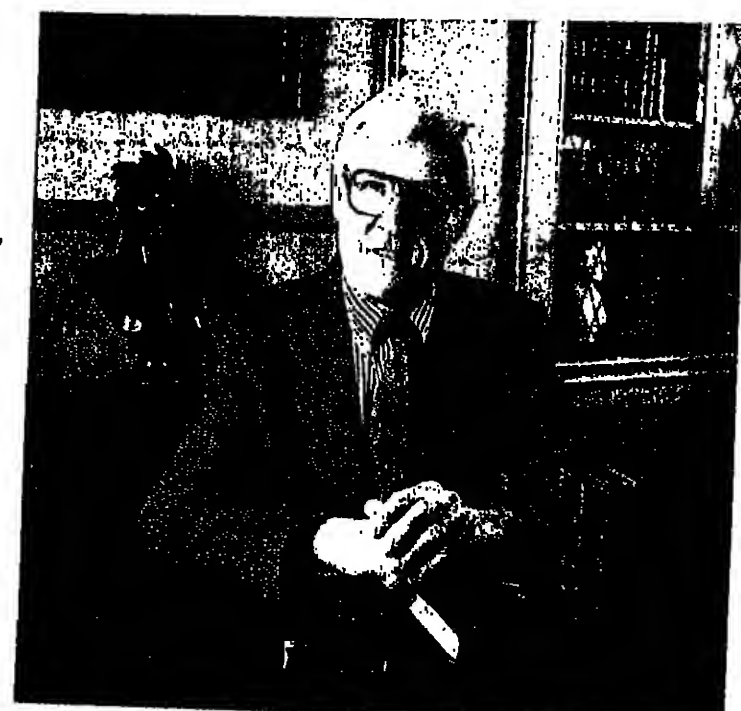


## Libraries Bemoan the Slow Market for Manuscripts

Continued From Preceding Page  
gional links—as with Alex Haley and the University of Tennessee.  
A few institutions have built collections by writing directly to authors and other prominent figures, asking them if they would consider donating their personal papers to the library. Boston University, under the curatorship of Howard B. Gottlieb, has elevated that approach to something of an art form, snagging the collections of Bette Davis and many other people associated with the film industry and a host of mystery writers.

### Some Still Score Coups

Despite the sluggish market and disadvantageous tax laws, libraries continue to score coups. The University of Tennessee last year edged out the Library of Congress in getting the personal papers of Mr. Haley, the Pulitzer Prize-winning author who died last week. At Indiana's Lilly Library, curators have arranged within the past few weeks for the purchase of the pa-



William R. Cagle, librarian at Indiana's Lilly Library: "Nowadays, there are just fewer institutions with funds available."

pers of Clifford Odets. That collection will join the papers of Upton Sinclair, Sylvia Plath, and Ezra Pound, among many others at the library.

William R. Cagle, Lilly's librarian, notes that the manuscript-buying business has fluctuated since

universities started buying archives 30 years ago. In the 70's and 80's, he says, "the pendulum swung back to private collectors, and a lot of libraries slowed down. Nowadays, there are just fewer institutions with funds available," he adds.

## Many Institutions Conduct Research for Companies for a Fee

Continued From Preceding Page  
Bishop, university librarian, says he hopes it eventually will be a "cost-recovery plus" operation. The "plus," he says, would help build the library's collections.

Indeed, while many libraries shy away from saying they started their services strictly for financial reasons, some have discovered that the operations do have money-making potential.

Purdue's Technical Information Service had enough left over after expenses last year that it bought the library a backfile of U.S. Patents on microfilm. "Our side benefit is money," says Suzanne M. Ward, the service's manager. "The library wouldn't want us to be an out-of-pocket expense."

### Unfair Competition Charged

Cooperative Access Services at the University of Michigan actually pays the library for materials it uses in its research. For every book or journal owned by the library and used by the service to provide information, the library gets 50 cents. If a researcher from the service consults a university librarian, the library is paid even more. The money is added to a library fund that now totals "several thousand dollars," says Anne K. Beaubien, head of Michigan's information service.

Library officials acknowledge that some observers have criticized their entrepreneurial operations as an inappropriate business activity that is unrelated to their institutions' mission. In fact, some operations have been challenged.

In 1988, a businessman who wanted to start an information service lodged a complaint with the state against Arizona State University's fee-based service. He charged that the service was unfair competition. Arizona law prohibits

public colleges from competing with the private sector. A state board ruled that the library was within its rights to operate the service.

Librarians defend the services, saying that increasing access to library collections is the main goal. If the services make money—and they don't always do so—the profits involved aren't big, they add.

"We'll never be big money makers," says Lee Anne George, coordinator of George Washington University's Document Delivery Services Department.

### Corporate Donations Sought

In 1986, George Washington's Melvin Gelman Library opened a fee-based information service. An original goal of the service, Ms. George says, was to bring in revenue for the library. It hasn't.

"We're just trying to hold our own right now," she says. Even if the services don't make money now, some libraries hope they might lead to gifts from companies that use the services. A few use the services to garner donations. Arizona State University, for example, has established "Corporate Friends of the Library." Through it, a company can donate money to the library and receive discount rates from the library's fee-based Information and Research Service Team. "The larger the donation, the larger the discount I can offer them," says Arizona State's Ms. Josephine.

But such arrangements have been challenged. The Internal Revenue Service requires donors to deduct from a contribution the value of any products or services it receives in return for a donation. The charity is responsible for informing the donor of the service's value. When asked how Arizona State's operation handles the deduction

question, Ms. Josephine says: "No one has ever pointed that out to us. It may be that we have to discontinue giving a discount."

Despite the questions, most libraries that operate fee-based services plan to continue them. "We're awfully good public relations for the university," says Ms. George. "And that may be something to just balance against making money."

Inter-library loans, the process by which one library lends material to another, used to take days, weeks, and sometimes even months. Now data bases and com-

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LILLY ENDOWMENT  
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P.O. Box 88068  
Indianapolis 46208  
Faculty development. For a seminar program for junior faculty members on book issues in theological education and scholarship: \$336,333 over three years to Yale U.

For a summer institute for young faculty members from Catholic colleges and universities to explore the relationship between faith and the academic vocation: \$478,076 over three years to Fairfield U.  
Liberal education. For study of the impact of New England Puritan thought on Arab liberal education: \$149,961 over three years to Princeton U.  
Religion. For evaluation of the endowment's Church and State Project and publications to disseminate its findings: \$121,558 over three years to U. of Massachusetts at Amherst.

For a study of organizational goals and financial management in religious organizations: \$127,594 over two years to Indiana State U.

Seminaries. For a publication for seminary trustees: \$184,165 to Washington Theological Union.

Gifts & Bequests  
Rayor University. For a professorship of law and medicine: \$250,000 from Mr. and Mrs. Durrell Kelch.  
For scholarships in the athletics program and in the law school: \$200,000 from John Eddie Williams, Jr.

## Drastic Cuts Compel Libraries to Cut Collections and Services

Continued From Page A28

many staff members to help them. They might not be able to stay late at night to study. One library doesn't allow students to check out books for the first hour it is open because it can't pay the circulation staff. Another requires students to supply their own paper for the photocopying machines.

Libraries are using a variety of methods to maintain their services and to keep materials available. Some are stepping up their fundraising efforts. Several major gifts to universities last year were designated specifically for libraries: The University of Florida received \$20-million and the University of Illinois \$18.7-million.

### 'A Pressing Need'

The University of Kentucky has raised \$14-million in a \$20-million campaign it announced last year for the sole benefit of the library. "We had a rather pressing need," says Paul A. Willis, the university's director of libraries.

A few libraries are also looking to fee-based services to raise a few extra dollars. But most are trying to find new ways to make materials accessible.

That effort, librarians say, is at the heart of what some call a new paradigm for libraries. Librarians increasingly hold the view that they do not need to own all research materials; they just need to be able to provide access to them. And new technology plays a big role in providing that access.

Inter-library loans, the process by which one library lends material to another, used to take days, weeks, and sometimes even months. Now data bases and com-

puter links between campus have reduced the wait time.

### Integrated Catalogs

Groups of libraries are integrating their catalogs by computer, allowing students to know precisely what materials are available from each one. In other cases, smaller institutions are relying on larger ones to provide materials. Last fall, James Madison University set up a "Docu-Express," using the University of Virginia and Virginia Polytechnic Institute and State University's prime providers of periodicals. James Madison pays for facsimile transmission and delivery of articles. Its students request library officials say the arrangement is cheaper than paying for these titles.

The reliance of smaller institutions on larger ones worries some library officials. "How can we ensure the larger institution will be buying the materials to provide the breadth of knowledge demanded?" asks Mr. Webster of the search-library association. It concerns is warranted: The University of Virginia, upon which James Madison relies, has reduced its number of journals it receives by 10 percent this year.

Indeed, Mr. Webster says, universities and colleges must work together to build their collections to insure that the nation's scholars' works are available—somewhere. Says Mr. Webster: "We have come up with new ways of sharing the cost of providing access. It can't be handled by institutions acting in isolation from each other. The times are forcing us to rethink those relationships."

## Note Book

Students at 12 liberal-arts colleges are doing community-service work in exchange for scholarship money.

Bertram Bonner, a retired real-estate developer, started the Bonner Scholars Program last year for students at Berea College. This year, students from 11 other colleges joined the plan.  
The 350 students involved receive \$3,700 a year in scholarships in exchange for 10 hours of community service a week. The students must show they are needy, and they must already have been engaged in extracurricular activities.

Elizabeth Fleming, a freshman at Davidson College, tutors unwed mothers, serves at a nursing home, and acts as a mentor to children from poor families.

"It's a great program because most of the students who are involved in it probably would have had to get a work-study job if the program didn't exist," Ms. Fleming says. "And then we would have never had time to do community-service work."

Current students and recent graduates of several colleges in Virginia are contributing to a new magazine, called "Gates," aimed at students in the state.

C. Mason Gates, a 1989 graduate of Radford University, started the publication in December. The first issue included articles about a Virginia band called "nsam" and the Central Intelligence Agency's recruiting on college campuses, as well as job-hunting tips for students worried about the economy. The magazine is distributed free to students and will be published every other month.

"We've been getting an overwhelming response from students, who are bombarding us with story ideas for the magazine," says Brian T. Ford, managing editor of *Gates* and a 1991 graduate of the University of Virginia.

Would-be cupid didn't just deliver chocolates on Emory University's campus on Valentine's Day. Students delivered Condomgrams to their sweethearts, as well.

Students snapped up hundreds of the 50-cent condom packages sold by Emory's Alcohol and Drug Education Committee, a student group that sponsors education programs. The package features a "condom man" holding a bow and arrow. The recipients got a red condom with a message from the sender, a brochure on how to use a condom, and a message about the dangers of having sex while under the influence of alcohol and drugs.

Cynthia Shaw, director of student development and an adviser to the student group, said the students weren't advocating premarital sex. She said they wanted to help students protect themselves from sexually transmitted diseases.

## Students

## Students Inundate New Hampshire to Stump for Presidential Candidates

In search of a lesson in American politics

By SUSAN DODGE

Never mind that Richard Strauss had already started his second quarter of classes as a senior at the University of California at Los Angeles. And never mind that Los Angeles is about 3,000 miles from the site of the first Presidential primary, this week's in New Hampshire.

Mr. Strauss decided to make the journey to help campaign for Arkansas Gov. Bill Clinton. The trip took Mr. Strauss 24 hours by car, bus, and airplane. For the last four weeks he has been clipping newspaper articles about the candidate and viewing newscasts to prepare reports for Governor Clinton's press office.

"If I'm going to be reporting on politics some day, what better way to get involved and learn how it all works?" asks Mr. Strauss, who is majoring in political science and hopes to cover politics for a television news program after he graduates. Mr. Strauss says he may stay on with the Clinton campaign after the first primary.

### 'On the Front Lines'

Thousands of student volunteers like Mr. Strauss have inundated New Hampshire in the last several months to get involved in Presidential campaigns. The students came during Christmas break and on weekends, and have been braving freezing temperatures as they walk door to door promoting their candidates. A few, like Mr. Strauss, have taken off months or entire semesters.

The students have slept on the floors of campaign supporters' homes, eaten pizza at the office almost every evening, and talked politics late into the night. Many of the campaigns helped students pay for transportation to New Hampshire and provided lodging and food for them once they arrived.

"They're on the front lines here," says



Robert Kish of the Young Republicans club at the Ohio State University: "Our organization is laying the groundwork for this fall."



Stephanie Minor, who graduated from Syracuse U. in December: "If you're a student of American politics, there's nothing else like it."

Mary Ellen Glynn, the New Hampshire press secretary for Governor Clinton's campaign. "They have a better idea of what the New Hampshire voters are thinking than you or I do. They're so fresh and excited, it helps to have them around."

### Voter-Registration Drives

Students also are organizing campaign efforts on several college campuses. Americans for Democratic Action, a Washington-based group that lobbies for liberal causes, and MTV, the cable-television music channel, are leading separate voter-registration drives on campuses.

In addition, the candidates themselves have been courting students on a variety of campuses, giving speeches and having informal chats with undergraduates at institutions in New Hampshire and other states.

Although students usually vote in small numbers in Presidential elections, some veteran political observers say that this year, more students than in previous elections seem to be interested in politics. Some campaign workers say students are just as interested in the economy as pre-older voters, and are getting involved in the race because they are worried about finding jobs after graduation. Other political observers say the relatively young field of Democratic Presidential candidates makes the race appealing to students.

"It's easier to relate to someone who doesn't look like your grandfather," says Amy Isaacs, national director of Americans for Democratic Action.

Ms. Isaacs says, however, that students who are getting involved this year are primarily motivated by the poor state of the economy. "It's not the kind of thing that activated students in the 1960's—that was a bullet," she says. "They were afraid they were going to die in the war. But there is an equivalent danger if the bullet is economic."

Many students today "see their futures

Continued on Following Page

## Psychology Course Links Theory and Practice of Behavior Modification

By PETER MONAGHAN

SEATTLE  
Courses on the theory of behavior change are standard fare in any psychology department. But G. Alan Marlatt and his colleagues here at the University of Washington expected skepticism last quarter when they offered an unusual course that gave students the chance to alter bothersome habits of their own.

Some of the 17 sophomores who took the course chose to tackle eating problems. Others wanted to improve their posture or stop smoking. Yet another student wanted to stop biting her nails. All of them documented their progress in journals and on

G. Alan Marlatt: The course belonged in the classroom, not at the student health service, where it might be seen "more as treatment than as educational."

### Committee Was Split

Mr. Marlatt, a professor of psychology, argued that the course belonged in the classroom, not at the student health service, where it might be seen "more as treatment than as educational."

The department's curriculum committee

Continued on Page A33



## Students Sign On to Aid Candidates in New Hampshire

*Continued From Preceding Page*  
as bankrupt," Ms. Isaacs says. "Their parents are being laid off and they can't get jobs themselves."

Says Laurence Radway, a professor emeritus in Dartmouth College's department of government: "The level of interest in politics among the students this year is unprecedented." Mr. Radway has been a faculty adviser to Dartmouth students since the late 1950's.

He agrees with Ms. Isaacs that the interest is due largely to the recession, which has touched many of their families. "Students at Dartmouth generally come from reasonably good environments," he says. "But when their family friends are being laid off and they're worried about their own future, that's a stunning shock from how things were even a year or so ago."

Some students say they are interested in politics because they are concerned about a range of issues facing the country—health

**"They have a better idea of what the New Hampshire voters are thinking than you or I do. They're so excited, it helps to have them around."**

care, education, abortion, the environment, and civil rights.

"This age group has been ignored and neglected when it comes to politics," says Mark Fischer, a junior at the University of New Hampshire who is helping to organize a "draft Cuomo" effort and encourage voters to write in New York Gov. Mario M. Cuomo on their ballots. "We have just as much right to vote as anyone else, but we're not encouraged to do so."

### Many Are Apathetic

Other students say that many undergraduates are still apathetic about the Presidential election, but they say their interest may pick up later. "Our organization is laying the groundwork for this fall," says Robert Kish, a senior and president of the Young Republican Club at the Ohio State University. "We're trying to raise a little money, and we're trying to get some Republican contributor lists."

Mr. Kish thinks many students will support President Bush. "A lot of students were raised under Reagan and George Bush," he says. "The only thing they know about the Democrats is Jimmy Carter and peanuts, and they don't associate with that very well."

Student supporters of Patrick J. Buchanan, the Republican Presidential candidate who has worked as a television commentator, say the number of college students volunteering for Buchanan has been

increasing steadily in recent weeks. "There are thousands of students all over the country volunteering for Pat," says Chris Wilson, a first-year law student at the University of Oklahoma who is taking time off to serve as the National Youth Coordinator of the Buchanan campaign in New Hampshire. "I think a lot of students feel that he is one of the only candidates who says what he really believes."

### Door to Door for Bush

Many students who attend institutions in New Hampshire have tried to campaign between their classes and part-time jobs. Clancy McMahon, a freshman at New Hampshire Technical College, has been going door to door in Man-

chester to talk to voters about President Bush. He says he is receiving a positive response from many voters, although several people have complained about the recession. "I try not to get into debates with them about the economy," he says. "I usually just give them some literature and move on."

Mr. McMahon served with the Marines in the Persian Gulf war. "I totally support George Bush's platform on education and on defense," he says. "I think a lot of the other candidates would take too deep a cut out of the defense budget."

Meredith Poznanski, a junior at Saint Anselm College, says she has spent her free time in local libraries doing research on environmental

and health-care issues for Governor Clinton.

"I was impressed with the things he'd said in speeches," she says. "In a selfish way, I also was very interested in getting this kind of experience before going to law school."

### It's Political Boot Camp Here

Stephanie Miner, who graduated from Syracuse University in December, is taking time off from her job at Syracuse as a professor's research assistant to work as a campaign staff member for Sen. Bob Kerrey, the Democrat from Nebraska.

"It's political boot camp here," she says. "I walked in cold, and I was instantly working 14 to 15 hours a day, seven days a week."

I've been out in 20-degrees-below-zero temperatures, canvassing voters door to door and making hundreds of phone calls a night."

Ms. Miner has been surprised at the mostly positive response from voters, whom she expected to be sick of all the campaigning in the state.

"People here are willing to talk and ask questions," she says. "They see it as their duty as citizens."

Ms. Miner, who majored in political science and journalism, says she has watched campaign commercials being filmed in New Hampshire and learned a lot about various issues by listening to the candidates. "If you're a student of American politics," she says, "there's nothing else like it."

Students

Students

## Psychology Course Links the Theory and Practice of Behavior Change

*Continued From Page A31*

was split on whether Mr. Marlatt should be permitted to offer the course, to which he had given the title "Self-Directed Change—Skills for Lifestyle Goals." Some committee members argued that fusing theory with practice, at least for course credit, was a bad idea. They worried that the course was not sufficiently grounded in solid research findings. And they thought students should take their problems to counseling centers, rather than to class.

Mr. Marlatt and his colleagues believe that most of the uneasiness about the course derived from a long-standing split in their field. "For some experimental psychologists," said Mr. Marlatt, "anything to do with clinical psychology is too applied."

A course such as his, he added, "doesn't sit well with those faculty who think we should only teach psychology in the sense of an objective body of knowledge rather than something that people can actually use in their own lives."

**Some argued that fusing theory with practice was a bad idea. They worried that the course was not sufficiently grounded in solid research findings.**

### Mock-Up of a Tavern

Mr. Marlatt, a leading researcher on alcohol-abuse prevention, has been working since the 1970's to develop a variety of methods for teaching alcohol abusers how to drink responsibly. He and his colleagues emphasize providing information and strategies that enable people to manage their behavior.

The researchers have used the approach successfully with college students in the context of research projects. Perhaps the most extraordinary and amusing example is what happened when they recruited student volunteers to come to a

realistic mock-up of a tavern in a room in the psychology building here, to carouse over a few drinks. In those experiments, researchers observed while students became more and more intoxicated. Then the researchers revealed, to the students' astonishment, that not one drop of alcohol had been served.

The students' intoxication—on their surroundings, activities, and expectations, rather than on alcohol—persuaded them that they could socialize without drinking to excess, the researchers said.

In offering "Self-Directed Change," Mr. Marlatt and his col-

leagues wanted to take their research into the classroom and come up with a course that any college could offer to help students address alcohol abuse. Some of the class discussions and reading assignments in "Self-Directed Change" addressed alcohol and alcoholism, and some students discussed their substance abuse openly, although none made controlling alcohol abuse their class project.

In the future, Mr. Marlatt wants to make alcohol a more direct focus of the course—but he said he would have to experiment to find

how to do that without scaring students away.

Such a course might be a welcome addition on many campuses. For years, college administrators have considered alcohol abuse the leading social problem among students, but institutions have had little success in curbing it. Many of their efforts have been directed at persuading students that abusing alcohol can be dangerous and at providing students with alternatives to weekend alcohol binges.

As far as those in the field know, however, no institution has taken those lessons into the classroom to instruct students in ways to avoid alcohol abuse.

**Capturing Students' Attention**

Ellen Gold, director of university health services at Eastern Michigan University, said it was smart to try to incorporate lessons on alcohol abuse into the curriculum because the classroom is the only place colleges can capture students' attention. "That way, we're infusing it without putting up a sign saying, 'You people have problems, and this is what you've got to do,'" said Ms. Gold, who has worked on national programs to help colleges come up with ways to curb alcohol misuse. "Students are very busy, so they have to pick and choose their involvement in extra-curricular activities. A lot simply don't have the time to come to activities outside of class."

The first goal of the course in "Self-Directed Change," which was taught by two graduate students in clinical psychology, was simply to teach students the psychological theory of behavior change. Students were guided by the course text, *Self-Directed Behavior: Self-Modification for Personal Adjustment*, by David L. Watson and Roland G. Tharp. It discusses techniques that psychol-

ogists have found can promote behavior change when sheer willpower is not enough. With that theoretical grounding, Mr. Marlatt reasoned, the students would have a basis for changing their own habits.

Many students said the course was a success. Some had learned about it through their participation in a longitudinal study by Mr. Marlatt and his colleagues of a group of students who had been identified in high school as likely to develop drinking problems.

Said Catherine Loper, a student whose goal was to exercise regularly, but who also hoped to be inspired to eat properly and stop smoking: "If you're taught how to apply what you're learning, you learn it a lot better and you remember it."

In the course here, Mr. Marlatt wanted to test a hypothesis that "if you learn the general principles [of behavior change], you can apply them to any number of specific behaviors," Mr. Marlatt believes in a "spillover effect," in which learn-

ing how to change one habit may help curb another. In that way, he said, "even if someone stops on nail biting, it may impact their drinking."

In earlier research here, Mr. Marlatt and his colleagues found that students reduced their drinking when they exercised regularly, or meditated, or increased any positive habit, even reading.

**Exercise Has an Effect**

Many students who took the course noted that their success in making one small change in their lives, such as getting more exercise, helped them alter more problematic behaviors that previously had been too daunting to confront.

Before the course started, said Sherry Kopf, "I would go out to a party and drink and smoke—and those were things that I didn't want to quit, necessarily." So she decided to try to exercise more, a change she thought might come easier. As the course progressed, she said, "I began to realize that all the other things affected my exercising, and I had to really look at everything."

Another student, Jeremiah Wolgemuth, said he had found that the more he drank alcohol, the less effectively he exercised. So he started drinking less. That, he said, "affected other parts of my life as well: from managing my time better to getting priorities straight." Now, he added, "I'm experiencing a healthier social life, doing more than sitting around at parties and getting drunk."

**Will Be Offered Again**

"Self-Directed Change" will probably be offered again next year. The psychology department's curriculum committee recently voted to recommend approval of the course to the department head, provided some changes are made. Students who enrolled in the course would have to have taken an introductory psychology course. That, said Beth F. Kerr, associate professor of psychology and head of the curriculum committee, should minimize time spent going over basic lessons in psychology.

More than ever, Mr. Marlatt said, he is convinced that courses linking the theory and practice of behavior modification have a future in college classrooms. "This," he contended, "is the bread and butter of what psychology is all about."

## 'Self-Directed Change—Skills for Lifestyle Goals': a Course at the University of Washington

**Description:** The class is open to all students except freshmen. Its purpose is to introduce them to psychological theories of behavior change. The students supplement their study of theory by setting goals to modify their own behavior.

**Format:** The students meet for two hours once a week for 10 weeks. In seminars, they hear lectures on theoretical topics and discuss how theory relates to their own experiences of behavior change. They are required to keep journals. In which they describe

and chart their progress in overcoming specific habits and relate it to specific techniques that psychologists have found helpful in bringing about behavior change.

**Grading:** Students receive a pass or fail, on the basis of their journals and their class participation.

**Reading List:** Students read *Self-Directed Behavior: Self-Modification for Personal Adjustment*, by David L. Watson and Roland G. Tharp, published by Brooks/Cole, along with articles from psychology journals.

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Sherry Kopf: After enrolling in the U. of Washington's course on behavior modification, she "began to realize that all the other things affected my exercising, and I had to really look at everything."

JOEL LEVIN FOR THE CHRONICLE



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D0782

## Side Litter

Federal authorities are investigating whether basketball players at the University of Nevada at Las Vegas shaved points during games last season, a local newspaper has reported.

The *Las Vegas Review-Journal* said the investigation was focused on Richard Perry and his relationship with some UNLV players. Mr. Perry was convicted in 1984 of conspiring to commit sports bribery in a case involving basketball players at Boston College.

Last year, the newspaper published photographs of three former players at Mr. Perry's home. Shortly thereafter, UNLV's coach, Jerry Tarkanian, who has waged a 14-year battle with the National Collegiate Athletic Association over alleged rules infractions, announced he would resign at the end of this season.

Mr. Tarkanian, who said he had warned his players to stay away from Mr. Perry, denied that any of his players had manipulated scores to make the point spread lucrative for gamblers.

Syracuse University has admitted 13 apparent violations of NCAA rules and probable wrongdoing in two other instances in a report it released last week on its year-long investigation of its men's basketball program.

Boosters gave basketball players cash, free meals, free legal advice, and other benefits in violation of NCAA rules, the report says. It also says that one athlete had been unfairly allowed to repeat a course, while two others had improperly received financial aid.

The investigation began in January 1991 after a local newspaper published allegations of numerous rules violations in the program. The 500-page report has been sent to the NCAA, which may impose sanctions on Syracuse.

Syracuse officials noted that the violations were isolated incidents and that the university was in control of the program.

The unfolding football scandal at Auburn University has riled Alabama lawmakers.

Legislators have proposed three bills that would address aspects of the Auburn case, which revolves around a former player's tape recordings in which coaches and boosters promised or gave the athlete cash.

A bill in the House would make it a felony to give improper benefits to a scholarship athlete, and a Senate measure would treat as a felon an athlete who accepted such benefits.

"It would just put some real teeth into cleaning up sports," State Sen. Lowell Barron, an Auburn graduate and sponsor of the Senate bill, told the Associated Press.

Two other senators said they would sponsor a measure that would outlaw the taping of private conversations without the consent of all parties involved, punishable by up to a year in jail.

## Athletics

### Report Questions Whether NCAA's Reforms Will Help Poorly Prepared Student Athletes

Association officials say criticism of tougher academic standards is based on selective use of data

By DEBRA E. BLUM

The report of a study financed by the National Collegiate Athletic Association criticizes two of the NCAA's own reform efforts: to raise the academic standards that athletes must meet, and to limit the amount of time that athletes spend on sports.

The NCAA, which says it paid for the study but did not conduct or publish it, questions the report's conclusions. Ursula Walsh, the association's director of research, says that the data in the report do not lead to any clear-cut findings and that the report's authors chose to emphasize only the study results that supported their thesis.

The report is the seventh in a series paid for by the NCAA and prepared by the American Institutes for Research, a private research group in Washington. The new report, however, differs from its predecessors—the most recent of which was completed in 1989—in that it was not requested, or ultimately published and released, by the athletic association. Robert J. Rossi, the institute's principal research scientist, who helped write the report, says his organization asked for and received about \$20,000 from the NCAA to do the work.

The study examined the academic performance of athletes in Division I institutions and the factors that might have influenced their performance, such as academic preparedness, time commitments, finances, and housing arrangements.

#### 'Questionable at Best'

It found that the Scholastic Aptitude Test was not an effective tool for identifying students who are likely to perform poorly in college. Relying in any way on the standardized test to predict performance—even if higher grade-point averages in high school are allowed to compensate for lower SAT scores, as the NCAA is now advocating—"is questionable at best," the report says.

In addition, the report says, limiting the time that athletes may spend in their sport without accompanying assistance in how to use their free time may actually increase their risk of academic failure.

"If the whole debate is framed in terms



Thomas K. Hearn of Wake Forest U.: "If they are saying that raising academic standards and using SAT's is barking up the wrong tree, that is ludicrous."



Robert J. Rossi of the American Institutes for Research: "Increasing SAT scores won't insure anything but keeping certain kids out altogether."

of how we can best help the student athletes with the poorest academic performances, then increasing SAT scores won't insure anything but keeping certain kids out altogether," Mr. Rossi says in an interview. "And reducing the time they spend in sports won't by itself do anything but give kids who already have bad study habits even more free time to jeopardize their academic performance."

The report, like the previous six prepared by the institutes, was based on data collected from the 1987-88 National Study of Intercollegiate Athletics, which was conducted by the NCAA's presidents commission as part of an effort to inject empirical data into a debate over college-sports reform that long had been dominated by anecdotal evidence.

The national study—which compared the lives of 2,925 athletes with those of 1,158 students in such extracurricular activities as journalism, music, and government—found that athletes spent about the same amount of time on academic work as did students involved in the other activities.

However, the survey also found that while athletes got significantly more academic assistance than did other students, they had lower grade-point averages than their counterparts and they found it harder to make academic work their top priority.

Results of the study helped fuel a wave of reforms passed by the NCAA over the past few years that, among other changes, have raised academic standards for recruiting athletes, limited practice time for athletes, and attempted to do more to help integrate athletes into normal campus life.

#### First Reported Last April

The latest report is unlikely to spur any such action. The findings of the study were first released last April at the national meeting of the American Educational Research Association, but, according to the NCAA's Ms. Walsh, who was at that meeting, the results did not "cause anyone to run to their [facsimile] machines." When the NCAA received a printed copy of the final report in December, it was virtually

Continued on Following Page

### Imperiled Center Strives to Provide Olympic-Caliber Athletes With an Education

By PETER MONAGHAN

For many Olympic-caliber athletes, the unfortunate reality is that despite their sports prowess and long, hard hours of practice, they may have no college education and few career prospects when they retire from top-level competition.

The U.S. Olympic Education Center at Northern Michigan University strives to solve that problem. Dozens of athletes live at the center, training at their sports while attending either Northern Michigan or a local high school. The U.S. Olympic Committee and the national governing bodies of

several sports have praised the center for addressing both the educational and training needs of elite athletes.

All of which makes it especially frustrating, say the sports officials, that the center may close just after some of the athletes who have trained at the center return from this year's Olympic Games.

#### Out on a Financial Limb

The Winter Games are now under way in Albertville, France, and the Summer Games are set for Barcelona, Spain, in July and August. The center may close in Au-

gust because state budget cuts have deprived it of half its annual financing.

The center is open now only because university officials have gone out on a financial limb. Governor John Engler vetoed the center's budget late last year, after the university already had advanced the center half the state's anticipated 1991-92 allocation of \$600,000. And, to sustain the seven-year-old center, the university contributed an additional \$250,000 to keep it open for the rest of academic 1991-92.

Now university officials are starting a

Continued on Following Page



## Center Strives to Provide Olympic-Caliber Athletes With an Education

*Continued From Preceding Page*  
fund-raising campaign to recoup the advance and secure the center's future.

The loss of state support was a particularly distressing blow, sports officials say, given that this is an Olympic year.

"Olympic athletes have to sacrifice a lot, but they shouldn't have to sacrifice their education to be one of the best in the world and to represent their country," said Gregg Planert, the former speed-skating coach at the center, who returned to his native Canada after the budget cuts.

### First Training on a Campus

In the United States, the educational problems of Olympic athletes have been most pronounced in sports without extensive intercollegiate activity. While scholarships are plentiful in basketball and volleyball, for instance, they are scarce in sports that have little, or no, college competition.

The center has programs in four such sports: badminton, boxing, short-track speed skating, and the biathlon. A fifth program—cross-country skiing—is a component of the biathlon, which involves rifle shooting as well.

The Northern Michigan center opened in 1985 as the third Olympic training center and the first on a college campus. The athletes live and attend classes there year-round. It differs from the other Olympic training centers where athletes generally train only for short periods. The plan originated with university officials, who enlisted the support of city officials and businesses and then Gov.



The U.S. Olympic Education Center has programs in sports that offer little or no college competition. Here, James Upham trains for the biathlon.

James J. Blanchard to help win USOC approval.

Now 61 male and 20 female athletes—Olympians, potential Olympians, and promising younger competitors—are living at the center. Nine are graduate students at Northern Michigan; 47 are full-time or part-time undergraduates. Eleven attend Marquette High School. The other 19 athletes are categorized as "non-traditional students." Generally they have completed university degrees, but, says Jeff Kleinschmidt, the center's interim administrator, they are required to study or to work at least 15 hours a week on a "personal-development program" to prepare for a later career.

Attendance at the center differs

from going to college on a traditional athletic scholarship. The center's athletes usually rank among the nation's 20 best in their sport, at the junior and senior athlete level, and do not take part in intercollegiate sports. They train year-round, monitored by coaches who live in their dormitory.

### Preparation for Summer Games

That the center is quickly coming of age is demonstrated by its list of team members at the Winter Games. Seven of the eight members of the U.S. team in short-track speed skating, which is an official Olympic sport for the first time this year, reside at the center.

Also on the team are two coach-

es from the Northern Michigan center. Willie Carow, an Olympic athlete in 1984 and 1988, is the assistant U.S. biathlon coach. Peter Hoag, the center's cross-country-skiing coordinator, is a USOC staff member in Albertville.

The Summer Games also are certain to see several of the center's athletes. Among the program's 14 badminton players are several members of the U.S. national team. The entire U.S. junior team is at the center.

Badminton, too, will be an official Olympic sport for the first time this year. The boxing program, the center's largest, is also likely to be well represented in Barcelona. One fighter, Vernon Forrest, is ranked second in the world in his weight

class of 139 pounds, and four others are U.S. amateur champions.

The U.S. Olympic Committee pays the athletes' tuition, and the governing bodies of the five sports that are played at the center contribute staff salaries and some travel expenses. The \$600,000 that the state has provided each year since 1985 has been used to pay for the athletes' room, board, and support services, and for the salaries of center administrators.

### Seeking \$600,000 a Year

University officials say they must find a way of replacing the state cuts by May or shut down the center in August. During the current Winter Games, they, in cooperation with the USOC and Governor Engler, are asking businesses in the Upper Peninsula and other parts of Michigan to sponsor individual athletes. They are looking for commitments of \$7,000 a year for four years—the cost of an athlete's room and board.

Over the next several months, major corporations will be asked to provide core support to make up the lost \$600,000 a year.

The drive will be a test of nerve for William E. Vandament, the university's interim president. It was he who recommended to the university's Board of Control that it continue to support the center through this academic year, without state reimbursement. "We believed we had an obligation to keep students at least through the winter," he says.

"The center really does enrich university life here," he says. "Our students tell us they get quite a bit out of attending class and socializing with people who are really world-class in their talents and their commitment."

Athletic

## International

### British Students Predict New Protests Over 'Bread and Butter' Issues

By DAVID WALKER

LONDON

Student leaders in Britain predict the resumption this spring of a campaign of rent strikes and demonstrations that disrupted more than 40 campuses last fall in the biggest wave of student protest seen in many years.

Thousands of students took part in occupying administrators' offices and libraries, or withheld rent for student accommodations. The protests, generally good-humored and peaceful, were confined to "bread and butter" issues and for the most part avoided politics. Demonstrations were generally short and restricted to practical issues of living costs, overcrowding, and poor facilities.

Stephen Twigg, president of the National Union of Students, said there would be more agitation this semester.

At a recent meeting with university vice-chancellors, Education Secretary Kenneth Clarke acknowledged that housing costs were rising, but said government grants to universities made special provision for low-income students. He condemned the protests.

### Response Has Been Muted

College administrations have responded in most cases with tolerance, despite losing income as a result of the many rent strikes. The University of Lancaster was one of the few institutions that took legal action to force the end of an occupation of university property. It won a court order that required students to pay costs of \$27,000.

Students occupied administration offices at Glasgow Polytechnic, Exeter University, Wolverhampton Polytechnic, Royal Holloway and Bedford College, and other institutions to protest rent hikes and what they said were inadequate cost-of-living grants from the government. Occupations continued through much of December at Middlesex and Newcastle Polytechnics and Goldsmith's College, London, but ended when students dispersed for the Christmas holiday. Students at Teesside Polytechnic occupied a library to protest difficulties in gaining access to books and course materials.

### Parents Sought as Allies

The outbreaks appear to have been spontaneous. The Labor Party-dominated National Union of Students, the principal students' organization in Britain, has resisted efforts by left-wing students to "muscle in" on the action, as a spokesman put it.

Mr. Twigg, the union's national president, said his organization supported demonstrations "if they are democratically organized and directed." The union hopes parents can be persuaded to lobby the government for extra funds. It also hopes that student support will become an issue in the next general election, which will probably be called by July.

The apolitical temper of the times was shown in an incident in Manchester. While students at Manchester Polytechnic forcefully protested over student services, they voted to remove the name of Winnie Mandela, the wife of the South African leader Nelson Mandela, from their union building. They are negotiating with college authorities to rename the building after a popular game-show host.

Said Michael Freeman, the pres-

ident of Manchester Polytechnic's student union: "The feeling was that it was time for a change and the name should be something light-hearted."

### Major Source of Anxiety

The student protests apparently are related to changes in government policies on grants and loans. A survey by the Higher Education Information Services Trust found that money was a far larger source

of anxiety for students than was the fear of failing or issues of sex and drugs.

Since the fall of 1990, higher-education students have access to government loans for cost-of-living expenditures as a supplement to grants. Under the government's plans, the proportion of support that students receive from grants will gradually diminish, while the proportion from loans will increase. So far, only about one-third

of the students have taken up the loans, which must be repaid once their studies end.

Mr. Clarke, the Education Secretary, denied that there was any general problem of student hardship. Taking the available loans and grants together, he said, a third more money was now available to students than under the grants-only system two years ago.

He said a surge in enrollment showed that many find higher education attractive. In fact, enrollment rose by over 8 per cent from 1990 to 1991.

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## Tougher Academic Standards for Athletes May Backfire, Report Says

*Continued From Preceding Page*  
ignored. (Mr. Rossi, who says he wanted to leave it up to NCAA officials to distribute the report, says he now may send copies to some association members himself.)

"The idea of the study itself—to compare these different variables in an athlete's life—could add valuable information to our data source," says Ms. Walsh. "But I'd say the study comes up with mixed results at best, and the authors should have been more careful with the conclusions they drew—especially when it came to their recommendations for decision makers."

### 'Selective Emphasis'

For example, she says, in a section called "Implications for Policy Consideration," the report states that SAT scores "are not useful for predicting which prospective student-athletes will perform poorly in their coursework in college." What the report doesn't say there, she notes—although she says it is mentioned elsewhere—is that SAT scores were found to be good indicators for predicting that an athlete would be in the high academic-performance group.

"The polite term for that is selective emphasis," says Ms. Walsh. Thomas K. Hearn, president of Wake Forest University and a member of the NCAA's presidents'

commission, has not seen the report. But, like several of his colleagues on the presidents' panel and other college-sports officials who learned about the report for the first time from a reporter, he questions its conclusions.

"If they are saying that raising academic standards and using SAT's is barking up the wrong tree,

that is ludicrous," he says. "To say that freeing up more of an athlete's time so that he or she can enjoy a wider campus experience is moving in the wrong direction with reform is also ludicrous. I think we must take a close look at this report to see what are the questions asked and what are the methodologies used."

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### Accrediting Body Reviews

The Council on Postsecondary Accreditation periodically reviews the procedures and practices of its member accrediting bodies. Accrediting bodies seeking recognition are scheduled for review July 13-15, 1992 in Washington, D.C. Deadline for receipt of third party comments and requests to testify is April 13, 1992. Requests to testify must include the names of those individuals and/or associations the testifier represents and a detailed outline of the substance of the proposed testimony. Comments and testimony must be addressed specifically to an applicant's compliance with COPA's *Provisions for Recognition*, which may be obtained from the COPA office. An accrediting body's application and materials submitted by third parties will be available in the COPA office for public review until June 12, 1992. Third party comments or requests to testify should be sent to the attention of: Dr. Marianne R. Phelps, Senior Associate, Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, D.C. 20036, (202) 452-1433, fax (202) 331-9571.

### Applications for Continued Recognition

**Council on Education for Public Health.** "Graduate schools of public health, graduate programs outside schools of public health in community health education and community health/preventive medicine."

**Accreditation Commission, Association of Advanced Rabbinical and Talmudic Schools.** "Rabbinical and Talmudic schools which offer rabbinical degrees, ordination, and appropriate undergraduate and graduate degrees in the field of rabbinical and Talmudic education."

**Commission on Accreditation, American Association of Bible Colleges.** "Colleges that offer certificates, diplomas, associate and/or baccalaureate degrees aimed at preparing students for Christian ministries through Biblical, church/vocational, and general studies."

**Boards of Review for Baccalaureate and Higher Degree, Associate Degree, Diploma, and Practical Nursing Programs, National League for Nursing.** "Practical nurse, associate degrees, diploma and baccalaureate and higher degree programs in the field of nursing."



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## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Thomas R. Atkins  
Florida Atlantic  
UniversityKarl J. Valentine  
Community College  
of PhiladelphiaJohn B. Davis, Jr.  
Mankato State  
UniversityMartha Martin  
Wright State  
UniversityKaren Crossman  
Ohio Wesleyan  
UniversityRay K. Tsuchiyama  
Massachusetts Institute  
of TechnologySharon Richardson Jones  
Mills CollegeVincent Gorman  
Brookdale Community  
CollegeAppointments,  
Resignations

Thomas R. Atkins, professor of drama and communications at U. of New Orleans, to director and professor of the department of theater at Florida Atlantic U.

Gilbert S. Barker, dean of the college of pharmacy at U. of Minnesota, to dean of the college of pharmacy at U. of Iowa.

Daniel C. Bette, professor of medicine at Northwestern U., to chief of the division of nephrology at the medical school and Northwestern Memorial Hospital.

Anne Bishop, former director of operations for major arts at U. of San Francisco, to director of major arts at St. Louis Community College at Meramec, to acting president of the campus.

Red Brack, professor of accounting at Case Western Reserve U., to director of development and alumni relations for the school of law at U. of New Mexico.

Debra R. Gorman, associate director of student financial planning at Lehigh Valley College, to director of financial aid at Georgetown College (Ky.).

The Rev. Susan Halcomb Craig, chaplain of the Wesley-Westminster Campus Ministry at Princeton U., to chaplain at St. Louis University.

Karen Crossman, division chief for health and community services at Ohio Department of Aging, to grants officer at Ohio Wesleyan U.

John B. Davis, Jr., former president of Macalester College, to interim president of Mankato State U.

J. William Douglas, dean of the school of physical education at West Virginia U., has announced his resignation, effective July 1.

Lewis A. Drummond, president of Southeastern Baptist Theological Seminary,

has announced his resignation, effective June 30.

G. Gregory Fahland, vice-president for external affairs at Lawrence U., to vice-president for development and alumni programs at Wesleyan U.

Oscar Fletcher, dean of the veterinary college at Iowa State U., to dean of the college of veterinary medicine at North Carolina State U.

Robert Gilden, interim provost and former dean of the school of music at Florida State U., to provost and vice-president for academic affairs.

Vincent Gorman, information-technologies officer at Brookdale Community College, to vice-president for administration and operations.

Dan S. Hobbs, senior vice-chancellor emeritus for planning and policy research at Oklahoma State Regents for Higher Education, to interim president of U. Center at Tulsa.

Sharon Richardson Jones, director of outreach activities for the Oakland A's (Oakland, Cal.), to executive director of college relations at Mills College.

Thomas P. Kober, professor of engineering at Case Western Reserve U., to dean of engineering.

Arthur C. Macdonney, president of U. Center at Tulsa, has resigned.

Martha Martin, consultant in Cincinnati, to director of corporate and foundation relations at Wright State U.

George T. Miller, president of Amarillo College, has resigned.

Glen C. Mueller, director of auditing at Cornell U., to director of internal audit at Stanford U.

Paige E. Mulholland, president of Wright State U., has announced his resignation, effective in July 1994.

Anthony J. Santoro, dean and professor of law in the school of law at Widener U., to vice-president and dean of the new school of law at Roger Williams College.

Carol L. Stamm, chair of management at Western Michigan U., to executive assistant to the provost.

Ray K. Tsuchiyama, executive at Mitsui Real Estate Sales Company (Honolulu), to director of the Japan Office for the Industrial Liaison Program of Massachusetts Institute of Technology.

Karl J. Valentine, managing director of the annual fund in the Wharton School at U. of Pennsylvania, to director of development and alumni affairs at Community College of Philadelphia.

Timothy J. Wabler, interim director of development at U. of Dayton, to director.

David W. Waggoner, assistant director of admission at Upsilon College, to associate dean of admission and financial aid.

William L. Waldo, vice-president and chief financial officer at Oak Park (Ill.) Hospital, to vice-president for business affairs at Rosary College.

Dan E. West, president of Carroll College (Wis.), has announced his resignation, effective June 30.

Theresa Whitesell, associate vice-president for institutional advancement at Alaska Pacific U., to assistant vice-president and director of development at Marist College.

## IN THE ASSOCIATIONS

Eugene Arden, former provost of U. of Michigan at Dearborn, to editor of *Academe*, the Journal of American Association of University Professors.

Verna L. Armstrong, acting vice-president for education at American Association of State Colleges and Universities, to senior vice-president.

Joanne A. Goldwater, director of housing at Western Maryland College, has been named president-elect of Mid-Atlantic Association of College and University Housing Officers.

Mary L. McCain, director of national affairs at American Society for Training and Development, to vice-president.

## DEATHS

John A. Appellbaum, former vice-president for development and alumni affairs at Tulane U., to vice-president for development at Mississippi Foundation.

Dwayne Matthews, former executive director of New Mexico Commission on Higher Education, to senior program director for student exchange programs at Western Interstate Commission for Higher Education, effective April 15.

Pauline Pease, director of the Intercollegiate Center for Classical Studies of the Stanford U. Overseas Studies Program in Rome, to director of the Belagio (Italy) Study and Conference Center of Rockefeller Foundation.

John A. Appellbaum, 74, professor emeritus of English at Haverford College, February 7 in Bryn Mawr, Pa.

A. Francis Birch, 89, professor emeritus of zoology at Harvard U., January 30 in Cambridge, Mass.

William R. Bresnahan, 85, professor emeritus of zoology at Indiana U., January 31 in Bloomington, Ind.

Robert R. Brooks, 86, former professor of labor economics and dean at Williams College, January 28 in Nyack, N.Y.

Philip H. Brunson, Jr., 61, former director of financial aid at Virginia Union U., January 26 in Augusta, Ga.

Carl H. Carter, Sr., 76, former dean of Medical College of Georgia, February 3 in Augusta, Ga.

The Rev. Jeremiah Donovan, 82, former professor of theology and Hebrew at Boston College, January 30 in Weston, Mass.

Paul A. Freund, 81, professor emeritus of law at Harvard U., February 5 in Cambridge, Mass.

Russell W. Galloway, Jr., 51, professor of law at Santa Clara U., February 4 in Berkeley, Cal.

Theodore H. Gantler, 85, former chairman of religion at Barnard College, February 3 in Philadelphia.

Dorothy Gahner, 97, dean of women in

perpetuity at U. of Texas at Austin, January 24 in Austin, Tex.

John Haber, 46, former director of the opera program at Boston U., February 5 in New York.

Henry F. Kaiser, 64, professor emeritus of education at U. of California at Berkeley, January 14 in Berkeley, Cal.

Lloyd L. Leonard, 72, former professor of education at Northern Illinois U., January 16 in DeKalb, Ill.

H. Gregg Lewis, 77, professor emeritus of economics at Duke U. and former professor of economics at U. of Chicago, January 25 in Chapel Hill, N.C.

Edward Peressini, 63, professor of mathematics at College of Great Falls, February 5 in Great Falls, Mont.

Anthony Seaton, 37, assistant professor of building construction at U. of Florida, January 27 in Gainesville, Fla.

George F. Sellar, 46, professor of philosophy at Purdue U.-Calumet, December 31 in Hammond, Ind.

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3. Mexico City and Querétaro, Mexico Sept. 28 - Oct. 4, 1992  
"Mexico Today" Estimated cost is \$1,400, plus airfare
4. Berlin and Potsdam, Germany October 3 - 10, 1992  
"Berlin at the Crossroads of History, Geopolitics and Economics" Estimated cost is \$1,895, including airfare
5. Seville and Liebon, Spain and Portugal March 4 - 13, 1993  
"Spain and Portugal: 1993 and Beyond" Estimated cost is \$1,250, plus airfare

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